

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

***Abergwili Voluntary Primary School
Abergwili
Carmarthen***

School Number: 669-3000

Date of Inspection: 4-6 June 2003

by

***Mr D Gwynfor Evans
Registered Inspector***

Date: 6 August 2003

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

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

Key Stage (KS) 1 of the National Curriculum (NC) consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

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

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1. CONTEXT

The school and its priorities

Ysgol Abergwili is a voluntary primary school controlled by the Church in Wales and maintained by the Carmarthenshire Unitary Authority (UA). The school is located in the centre of Abergwili village and serves the village and neighbouring rural area. At present, there are 46 pupils in the school; at the time of the last inspection in the summer term 1997, there were 40 pupils on roll. Children are accepted to the school at the start of the term in which they reach their fourth birthday. There are 18 pupils on the special educational needs (SEN) register, which makes up 40 per cent of the school population; there are no pupils with a statement of SEN.

Welsh is the main medium of teaching in the early years and Key Stage (KS) 1. English is introduced when the pupils transfer to KS2 and the school's linguistic aim is to enable pupils to be fully bilingual by the time they transfer to the secondary school. Only approximately four per cent of pupils come from homes where Welsh is the main language.

According to the school, pupils come from a residential area which is neither prosperous nor economically disadvantaged and they represent the full range of abilities. Ten per cent of pupils qualify for free school meals.

The school's aims and objectives promote pupils' spiritual, intellectual, moral, social and cultural development. Several priorities are listed in the School Development Plan (SDP). Attention is given to issues relating to school management, curriculum, SEN provision, resources, bridging KS2 and KS3 and links with parents.

2. MAIN FINDINGS

The main findings of the report

- The general quality of the educational provision for those under five years of age is appropriate to their needs. Standards in the six areas of learning are as follows:

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

KS1 and KS2 pupils

- In KS1 and KS2, pupils' standards of achievement in the various National Curriculum (NC) subjects and religious education are as follows:

Subject	KS1	KS2
Welsh	Satisfactory	Satisfactory
English	Not applicable	Good
Mathematics	Satisfactory	Satisfactory
Science	Good	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Satisfactory	Satisfactory
Religious education	Good	Satisfactory

Standards in key skills across the curriculum

- Children under five achieve satisfactory standards in literacy and communication, numeracy and information and communications technology (ICT). In KS1, pupils achieve good standards in reading and numeracy and satisfactory standards in listening, speaking, writing and ICT. In KS2, standards in reading and numeracy are good. Standards in listening, speaking and writing in Welsh are satisfactory; generally, pupils do not have sufficient mastery of subject vocabulary to enable them to deal confidently with concepts and ideas in different subjects. Key Stage 2 pupils' ability to discuss work across the curriculum through the medium of English is developing well. Standards in ICT are satisfactory.

The quality of education provided

- The quality of teaching is satisfactory across the school. In lessons observed during the inspection, teaching was good in 30 per cent, satisfactory in 63 per cent and unsatisfactory in seven per cent. Good teaching is characterized by presentations that build well on what the pupils already know and effective plenary sessions at the end of lessons. Teachers use a good range of teaching techniques and a variety of resources. There is a warm and friendly relationship between pupils and teachers. In a few lessons, class management is not sufficiently effective, tasks are not sufficiently challenging for higher ability pupils and there is inconsistency with regards to the language medium of the teaching and learning.
- The quality of assessment, recording and reporting is good. The procedures for assessing and reporting the progress of the under-fives are appropriate. A detailed record is kept of the personal and academic development of all pupils and the reports to parents give a clear picture of pupils' progress and achievement particularly in the core subjects. Assessment of pupils' achievement in the foundation subjects is superficial. Pupils' work is marked regularly but positive remarks and short-term targets linked to pupils' work are limited.
- The school provides a curriculum which is broad and balanced and of good quality. There is a suitable programme for children under five to ensure progression and continuity in the six areas of learning. The quality of policies and schemes of work is good in all

subjects and key skills are well addressed in the planning. The *Cwricwlwm Cymreig* is well developed in several subjects and the curriculum is enriched by a variety of extra-curricular activities, visits to places of educational interest and by visitors who come to the school.

- The support and guidance provided for pupils is good, especially personal guidance. Pupils feel safe in the family atmosphere of the school and interrelationships are good. The school has appropriate procedures for promoting pupils' welfare, health and safety and for Child Protection.
- The provision for pupils with SEN is good. Pupils receive support mainly in class and they make good progress. Targets within the individual education plans (IEPs) are not specific enough and, at times, the work provided for pupils with SEN is not entirely appropriate to their needs.
- The partnership with parents, the community and other institutions is very good and is one of the strengths of the school. The schools' links with parents and the community make a significant contribution to pupils' general development and standards of achievement. Overall, the links with industry are satisfactory with good aspects.

Pupils' spiritual, moral, social and cultural development

- Pupils' spiritual, moral, social and cultural development is good. Pupils' behaviour and attitudes are good; they show respect and courtesy towards staff and visitors. Their social and cultural development is promoted effectively when they take part in different curricular and extra-curricular activities. Good moral leadership is provided by teachers and the relationships between teachers and pupils and pupils and each other are good. Pupils develop a good awareness of Welsh culture and heritage and have an appropriate understanding of other cultures.

School management and efficiency

- The headteacher and governors are involved in the process of self-evaluating the work of the school. National Curriculum test results are analysed and the necessary steps for improvement are identified. Although the school has a monitoring programme, there are no specific procedures for gathering evidence relating to pupils' standards of achievement across the school nor to evaluate the quality of the educational provision. The headteacher and the governors give good and effective leadership to the school. The spirit of intentional co-operation among all school staff is an obvious feature of the ethos of the school. The school budget is well managed; the expenditure is linked appropriately to the educational objectives of the school.
- The school has a comprehensive collection of administrative and managerial policies. The school is managed and administered very effectively from day-to-day. The school is appropriately staffed reflecting the needs of the school. The supply of resources is sufficient overall and used well to support the learning and teaching. The accommodation available is used appropriately. There is no suitable hall for assemblies and activities such as gymnastics, dance and drama.

Efficiency in dealing with issues identified in the previous inspection

- Following the inspection in 1997, a detailed action plan was formulated to deal with the six key issues identified in the report. Three of them and a few aspects within the others have been effectively implemented but other aspects need further attention within the key issues of this report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

In the lessons observed during the inspection, standards were good in 48 per cent of them and satisfactory in the remainder (52 per cent).

- Generally, the provision for children under five is appropriate and promotes their development in the six areas of learning. Children make good progress and achieve good standards in their mathematical, creative, personal and social development and their knowledge and understanding of the world; they achieve satisfactory standards in their language, literacy and communication skills and in their physical development.
- In KS1, standards are satisfactory in Welsh and mathematics and good in science. Standards are good in history, geography, music, art and religious education. Standards in design and technology, information technology and physical education are satisfactory.
- In KS2, standards are satisfactory in Welsh and mathematics and good in English and science. Standards are good in history, geography, music and art and satisfactory in design and technology, information technology, physical education and religious education.
- In NC assessment tests in 2002, school results by teacher assessment were lower than the national average in KS1. In KS2, the percentage of pupils who achieved at least level 4, the expected level, by tests in 2002 was 80 per cent compared with the national percentage of 68 per cent.

3.2 Standards Achieved in Key Skills across the Curriculum

Children under five make steady progress in their use of key skills across the curriculum and achieve satisfactory standards in literacy and communication, numeracy and ICT. In KS1, pupils achieve good standards in reading and numeracy and satisfactory standards in listening, speaking writing and ICT. In KS2, standards in reading and numeracy are good; standards in listening, speaking and writing are satisfactory with examples of good standards when pupils communicate through the medium of English. Standards in ICT are satisfactory.

- Appropriate opportunities are provided for the children under five to apply and enhance their developing skills in early literacy, early numeracy and application of ICT within and across the six areas of learning. They make satisfactory progress in all skills.
- In both key stages, pupils' listening skills are satisfactory overall. Pupils listen well to teachers' presentations and instructions and respond appropriately. Generally, KS1 pupils do not listen attentively enough to other pupils' contributions in discussion sessions, and in KS2, insufficient opportunity is provided for them to listen to one another in discussion and to consider the contribution of others when working in pairs or groups.
- Pupils' ability to discuss and talk about their work in Welsh across the curriculum is satisfactory in both key stages. Generally, their grasp of subject vocabulary is not sound enough to enable them to deal confidently with concepts and ideas in different subjects. Key Stage 2 pupils' ability to discuss work across the curriculum through the medium of English is developing well.
- Standards in reading are good across the school. Pupils in KS1 and KS2 make good use of a variety of printed material for their studies. They find information in a variety of

sources including the Internet and CD-ROM to extend their knowledge and understanding of the texts they are studying.

- Pupils in KS1 and KS2 write in a range of styles and for different purposes. In their recording work, they write well in their own words when conveying knowledge in history or when explaining processes in a science experiment, for example. There are a few examples of good writing across the curriculum in English but these skills have not developed to the same extent through the medium of Welsh. Overall, the more able pupils do not write sufficiently at length. Standards are satisfactory throughout.
- Pupils in both key stages use their developing numeracy skills effectively in an appropriate range of contexts. They apply their knowledge of number work well in their work in science and when completing different tasks in geography and design and technology. Standards are good.
- In both key stages, pupils make increasing use of ICT in their work across the curriculum. They use appropriate programs to promote their language skills and aspects within subjects such as science, art and history. They use the Internet and CD-ROM effectively to research and extend their knowledge in some subjects but generally they make insufficient use of ICT to promote their work across the curriculum. Overall, standards are satisfactory.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral, social and cultural development is good. The school meets statutory requirements regarding daily acts of collective worship.

- The school rules, with their appropriate expectations and guidance given by staff, have a positive influence on pupils' attitudes.
- The school promotes high moral standards. Pupils show respect and courtesy towards staff and visitors. Justice and kindness come naturally to them. Philanthropic charities benefit from their generosity and that of their parents.
- When working and playing, pupils co-operate happily and show pride in the success of one another such as in Urdd competitions and in sport.
- Pupils' social development is good. Extra-curricular activities and the close link with the local community also promote their personal and social development effectively.
- Pupils' cultural development is good. Pupils develop a sound awareness of their Welsh roots. They learn much about Welsh culture and heritage through the curriculum and extra-curricular activities. They have an appropriate awareness of other cultures.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes in the classrooms and around the school are good. The school achieves its aim of developing happy, content, enthusiastic pupils who are proud of their school and their community and are eager to succeed.

- The school's policy on behaviour and discipline includes aims, objectives and clear expectations which emphasise the importance of creating a Christian, happy, homely and disciplined ethos.

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- As well as the school's purposeful rules on behaviour and preventing bullying, there are class rules, and pupils are reminded regularly of the importance of following these rules.
 - Pupils are polite and friendly, they give a warm welcome to visitors and they are considerate to others.
 - Staff expectations are high which ensures that pupils' behaviour and the quality of school life is good. There is obvious respect and friendliness between the pupils and staff.
 - Unacceptable behaviour is corrected and good practices are awarded and parents are very supportive of the steps taken by the school to ensure good behaviour.
 - The majority of pupils work diligently on their tasks and have positive attitudes towards their work and obviously enjoy the experiences they have in school. A minority however do not concentrate sufficiently on their tasks especially in situations when teacher class management is not effective enough.

4.3 Attendance

Attendance rates across the school are good.

- Over the three terms prior to the inspection, the attendance rate was 95 per cent in the reception class and KS1 and 94 per cent in KS2.
- There are clear references to the importance of regular attendance in the policy and information provided for parents. The school has the support of the majority of parents in respect of maintaining high standards of attendance. Despite this, attendance rates are affected by the practice of arranging family holidays during school term time which is on the increase among parents. The school co-operates with other schools in the Ysgol Uwchradd y Cambria catchment area to develop strategies to deal with this.
- The vast majority of pupils arrive at school promptly at the start of the day but some individuals arrive late.
- Registers are kept neatly and the school conforms to statutory requirements in respect of recording attendance.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is generally satisfactory across the school. In lessons observed during the inspection, teaching was good in 30 per cent, satisfactory in 63 per cent and unsatisfactory in seven per cent.

In lessons where teaching is good:

- Teachers present the lessons clearly by linking effectively the current work with that introduced previously.
- Through skilful questioning, they build well on what pupils know already with what they are capable of doing. They reinforce what they have taught in the plenary sessions at the end of the lesson.
- Teachers use a good range of teaching techniques, and make good use of a variety of resources and teaching aids.
- They provide differentiated tasks for pupils of different age and ability.

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- In all classes, the relationship between pupils and teachers is warm and friendly that promotes the ethos of learning among pupils.
 - The work is organised appropriately and good use is made of homework to promote the learning.

Where teaching is not as effective:

- Pupils' progress and achievement are affected by shortcomings in class management.
- Tasks are not challenging enough for higher ability pupils.
- Expectations regarding the language medium of the teaching and learning are not clear enough.
- At times, the questioning by teachers does not encourage pupils to consider open questions, such as 'why?' or 'how?' and sometimes, questions are answered by the teachers rather than allowing the pupils to answer them or discuss them amongst themselves.

5.2 Assessment, Recording and Reporting

Overall, the quality of assessment, recording and reporting is good.

- Assessment in the core subjects is accurate and arrangements are consistent across the school.
- Helpful Baseline Assessments made on nursery and reception children each autumn term provide a useful framework for the under-fives curriculum.
- Teachers mark the pupils' work regularly and older pupils work with their teacher to draw up targets for improvement but there is a lack of constructive comments to guide pupils on their strengths and weaknesses.
- When targets are set, in the pupils' books or IEPs, they are too vague and have not yet impacted on the quality of pupils' work.
- However, a good start has been made in involving pupils in self-assessment.
- Very detailed and good quality records are kept on all pupils' academic and personal progress. Each pupil has a well-kept record file containing samples of work produced throughout the pupil's school career.
- Reports to parents at the end of the year are clear and demonstrate good knowledge of the pupils' progress. Parents are involved in monitoring their child's work. There are open evenings during the year where parents can discuss their child's progress.
- In the foundation subjects, assessment is superficial only. This aspect of assessment has not improved since the last inspection.

5.3 Curriculum

The school offers a broad and balanced curriculum, which is of good quality.

- A good quality curriculum is provided for children under five. The programme of study is designed to ensure that the Desirable Outcomes in the six areas of learning are successfully promoted.

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- The curriculum in KS1 and KS2 is of good quality and conforms to statutory requirements; religious education is taught in line with the requirements of the UA's agreed syllabus.
 - Good quality policies and schemes of work have been formulated in all subjects. They give clear guidelines to ensure continuity and progression in the work across the school. The termly planning and individual lesson plans are detailed and purposeful with appropriate reference to NC programmes of study.
 - The curricular provision for pupils with SEN is good.
 - The development of key skills across the curriculum is planned appropriately.
 - The *Cwricwlwm Cymreig* is well developed in whole-school activities and within subjects such as history, geography, art and music.
 - The school organises a good range of extra-curricular activities for all pupils and this enriches the curriculum well. External educational visits and visitors to the school extend and support the work of the school very effectively.
 - Regular homework supports the learning well, and promotes the research skills of the older pupils.
 - All pupils have access to the full curriculum and the provision is socially inclusive.

5.4 Support, Guidance and Pupils' Welfare

The school makes good provision for the support and guidance of pupils, in particular the pupils' pastoral welfare.

- There are positive and respectful relationships between adults and pupils. Pupils relate well to each other and report that they feel secure and valued in the family atmosphere of the school. There is caring supervision during break and lunch times.
- Child Protection procedures are correctly and sensitively carried out and understood by all concerned.
- A number of teachers hold First Aid qualifications but many need to be updated. All health and safety checks are carried out regularly.
- Although aspects of personal and social education issues, including sex education, are satisfactorily addressed through the curriculum and in collective worship, the school is aware that there is need for a more formal and structured approach.
- The increased emphasis on sharpening of individual targets will further strengthen the school's support and guidance of pupils' academic progress.

5.5 Provision for Pupils with SEN

The school makes good provision for pupils with SEN. They participate fully in a broad and well-balanced curriculum, including religious education.

- Currently, there are 18 pupils listed on the school's SEN register, none of whom has a statement of special needs.
- Most support is given in class and pupils make good progress.
- Overall, teachers make satisfactory provision by matching tasks to pupils' needs and abilities. The approach to this aspect is insufficiently rigorous in some cases.

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- The headteacher acts as SEN co-ordinator (SENCO); procedures are systematic and efficiently implemented. Records are succinct and up to date. However, the targets within the IEPs are neither sufficiently precise nor reviewed often enough in line with the requirements of the new code of practice.
 - The headteacher has good liaison with external agencies.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The partnership with parents, the community, local schools and other institutions are very good and is one of the strengths of the school.

- The provision made for parents and the links with them are very good. An open-door policy is implemented with the emphasis on ensuring the co-operation of parents for the benefit of the pupils. Information is sent to parents by means of a school handbook, and in regular notes and letters about activities organised by the school. The school has adopted a home-school agreement, which has been signed by all families.
- Parents are very supportive of all school activities although it is not a practice to have them assisting in classes. A number of parents support the school's extra-curricular activities including after-school clubs and the Urdd. The oral contributions made by parents in the pre-inspection meeting and responses to the questionnaires were strongly in favour of the school.
- There is a very active Parent Teacher Association and the contribution made by parents and also organisations and other people in the community, to the life of the school is significant and very worthy sums of money are raised towards school resources.
- The school has very good links with the local community and pupils make good use of resources in the area as a learning aid especially the Church, the Chapel and the village leisure centre. The list of school activities and the displays around the school show that the pupils, staff, parents and governors play a prominent part in community activities such as concerts, Christian services, social and cultural meetings and also village sports. Pupils' contribution towards the aged in the area, the village carnival and raising money towards a number of charities is notable.
- The social, administrative, musical and sporting links with primary and secondary schools of the cluster is good. There are also effective bridging arrangements which include educational links with the two secondary schools to which the pupils transfer, Ysgol y Cambria and Ysgol Bro Myrddin.
- The school has formed good links with a number of individuals in the area, local institutions, public services agencies and their contributions to school activities is of great benefit to pupils' education.
- There are very close links with Trinity College and Ammanford College and also Rathborne agency especially for the development and training of new teachers and the training of class assistants.

5.7 Partnership with Industry

The links with industry are satisfactory with some good features. One of them is the detailed and comprehensive policy on Enterprise in the Curriculum that outlines the strategies to develop pupils' awareness of economic and industrial issues, links with local businesses and the world of work in general.

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- The pupils have a few beneficial experiences when visiting businesses in Carmarthenshire, and these visits are linked with termly themes. There are links with a few local businesses, the Fire Brigade and more well known companies such as Tesco, Safeway and Jewson which enriches pupils' education and awareness of the world of work.
 - Visits to local farms, a milk factory in Llangadog, the market and the mart in Carmarthen with their rural and environmental features, strengthen pupils' education well. The school football team kit is sponsored by a local company.
 - The pupils have some opportunities to take part in enterprise and commercial activities such as producing the school newspaper and selling it in the community, studying transport through Abergwili village, and raising money towards good causes.
 - Links with ELWa and Careers Wales have not been developed as yet and the comprehensive and ambitious policy on Enterprise in the Curriculum is yet to be fully achieved.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- The school planned well to deal with the key issues identified in the last inspection and has implemented them with a good measure of success.
- A good quality self-appraisal document was prepared for the inspection. In it, there are balanced and honest opinions on a wide range of school work.
- The school co-operates well with UA advisors and officers in the process of self-evaluation and planning for improvement.
- The formulation of a performance management policy and the implementation of a monitoring and self-evaluation system is one of the key issues in the current SDP. Although a monitoring programme is in use, it does not include specific procedures for gathering evidence on pupils' standards of achievement across the school or on the quality of educational provision.
- The school analyses pupils' performance in NC tests and identifies the necessary steps for improvement.
- The governors have begun to involve themselves in the self-evaluation of school performance. Members visit the school and classes on a regular basis and report back to the full governing body on the evidence they have gathered.
- The SDP is structured and includes targets for several aspects of the life of the school. Members of staff have the opportunity to choose the targets annually and there are suitable methods for evaluating the plans.

6.2 Leadership and Efficiency

The school is a close family community which encourages good interrelationships, maintains sound values and promotes good standards. The leadership and efficiency are good.

- The headteacher offers good leadership to the school; there is a positive ethos in the school and a warm and friendly atmosphere. The spirit of intentional co-operation is an

obvious feature among all the school staff and this makes a positive contribution to the success of the educational provision.

- The governors are very supportive of the school. Members have a good awareness of their responsibilities and undertake these conscientiously.
- Staff and governors are involved in formulating the SDP. The plan is an effective management tool which includes all the appropriate steps for forward planning.
- The budget is well-managed, spending priorities are identified by the governors' finance sub-committee in line with educational priorities and are confirmed by the full governing body.
- The school has a comprehensive collection of managerial and administrative policies dealing with all aspects of work in the school. They have been endorsed by the governors and their contents are known to all the staff through the handbook which has been prepared for them.
- The regular administration and day-to-day arrangements are very effective and make a very positive contribution to pupils' general development and standards of achievement.

6.3 Staffing, Accommodation and Learning Resources

Staffing and learning resources are good overall. The accommodation for the number of pupils on roll is satisfactory for most subjects but not for physical education.

- There are 2.8 full time equivalent teachers including the headteacher who has a demanding teaching commitment. Consequently there is cross-phase teaching in two classes.
- Teachers are appropriately qualified for the classes they teach and are satisfactorily deployed according to their strengths. The learning support assistants makes a positive contribution to the pupils' learning in the KS1 and lower KS2 and to SEN support.
- Staff undertake a wide range of in-service training (INSET) courses in response to professional development assessments and the SDP.
- The accommodation is limited in space for teaching and for storage. There is no hall for collective worship, physical education (especially gymnastics and dance) or drama. The building is well maintained and decorated with useful displays of pupils' work. The pupils treat their environment with care.
- There are sufficient resources of satisfactory quality to provide for the NC in most subjects except ICT hardware and software.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Provision for children under five is appropriate and promotes the desirable outcomes in the six areas of learning.

Standards of achievement in reception are good in mathematical development, in knowledge and understanding of the world, personal and social, and creative development. They are satisfactory in language and physical development.

Language, literacy and communication skills

Good features

- By the age of five, children make satisfactory progress, according to their ability and linguistic backgrounds, in acquiring Welsh language, literacy and communication skills.
- They are beginning to ask and reply to questions with increasingly confidence.
- They extend and reinforce their vocabulary by learning songs and focusing on topic related vocabulary.
- Children listen attentively to the teacher read stories.
- They listen to and repeat Welsh words and phrases with clear pronunciation and correct intonation.
- By the age of five most children know the sounds of letters and are comfortable with using books. More mature children are making satisfactory progress in their basic reading skills.
- Most children form their letters and numbers carefully and accurately and many can write their names clearly.

Shortcomings

- They understand and respond correctly to a limited range of expressions only.
- Most children make slow progress in using Welsh as their main medium of communication.

Mathematical development

Good features

- Children sing many number rhymes accurately.
- They can count and add objects and numbers up to at least five, and add one forward from a number.
- They sort objects into sets and can compare objects in terms of size, height and length, and recognise and make patterns.
- They have a good knowledge of shapes.
- Most children are making good progress in understanding and using mathematical terms.

Knowledge and understanding of the world

Good features

- Children can describe the weather and choose the most appropriate clothing for the conditions.
- They grow plants knowing that light and water are needed.
- Children are making good progress in computer skills. They use the mouse accurately to move images in their program on Sali Mali and the seasons for example.
- In their work on cars, children have a basic understanding of the forces of pushing and pulling and the effect of gradient on the speed of a car. Children demonstrate good problem solving and investigative skills in this topic.

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- They can identify a number of different materials by sight and touch.
 - They understand that people change and that there is a difference between old and new as shown in their comparison of toys over 50 years.

Shortcomings

- Although children are making satisfactory progress in the concepts of capacity, their experience is limited by the fact that they can only use the water and sand facilities in the afternoons.

Personal and social development

Good features

- Children make sensible choices and focus well on a task.
- Some children develop independence rapidly and socialise well. Most relate easily to adults. They take turns and share well when role-playing and playing games.
- The children are responsible for their own hygiene and most can dress themselves.

Creative development

Good features

- Children play a variety of roles imaginatively and confidently.
- They sing a range of Welsh songs keeping to the correct tempo and in tune.
- They are developing a sense of rhythm using various body parts and a variety of un-tuned percussion instruments.
- Many children are imaginative in the use of colours and patterns, textures and shape in their art and craft, including 3-D work based on the sea side They experiment eagerly with a range of media including printing with fruit and vegetables.

Physical development

Good features

- Children demonstrate a satisfactory sense of space and awareness of others when playing ball games in the school yard. They take part enthusiastically and purposefully.
- They skip, jump, hop, walk and run and stop in response to instructions to which they respond accurately.
- They are well co-ordinated both when playing with their large toys and when using small implements such as paint brushes.

Shortcomings

- Some children are making slow progress in the basic skills of throwing and catching. They are not able to develop their skills in gymnastic and dance due to lack of facilities.

Welsh

Standards of achievement are satisfactory in both key stages.

Good features

- Overall, the majority of KS1 pupils listen appropriately to the teachers' instructions and the more able pupils are confident when responding orally to group and class discussions. Individual pupils can speak fluently about their work and their interests using spoken language that is of good quality.

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- Key Stage 1 pupils have a good knowledge of the alphabet and during Year (Y) 1 they succeed in mastering basic reading skills. In Y2, the majority of pupils read accurately and with meaning.
 - In KS1, pupils have the opportunity to write for a variety of purposes and in different forms. They spell the majority of familiar words accurately and use basic punctuation appropriately and regularly.
 - In KS2, listening standards are good. Pupils take part in dialogues using correct language very effectively. By the end of the key stage, they are able to discuss the content of books and express opinions in a mature manner.
 - In KS2, the pupils make good progress in their reading skills with a percentage of pupils at the top end of the school developing to become confident and intelligent readers. They respond well to text such as the story of Branwen. They show a sound understanding of the events and characters. They gather information from different sources such as reference books and the Internet.
 - Key Stage 2 pupils write in a variety of forms and for different audiences. They show a grasp of progression and their personal writing shows the ability to select words that are suitable for a particular context. They make appropriate use of paragraphing and punctuation. The majority present their work neatly and tidily.

Shortcomings

- A significant minority of pupils in both key stages do not express themselves fluently and confidently or with appropriate accuracy when speaking.
- Pupils' ability to respond in writing to different texts is too limited. Generally, KS2 pupils do not write often enough at length.

English

Standards of achievement are good in KS2. Pupils are not taught English formally in KS1.

Good features

- Pupils express their views confidently, answering and posing questions relevantly and often at length.
- They listen to visiting speakers and stories with keen interest recalling the sequence of events in detail. Most carry out instructions correctly.
- Pupils are responding well to the recent emphasis placed on reading by the school. Many observe pictures in detail and use accurate language to describe what they see.
- Pupils are making good progress in reading a wide range of complementary reading schemes. They have a good knowledge of phonics.
- Older pupils read with appropriate expression and more able pupils in the key stage are making satisfactory progress in scanning print and off-screen. All pupils have a firm working knowledge of how to find information, the difference between fiction and non-fiction and the basic conventions of books.
- In one to one discussion, many give good reason for their preferred author, predict how a book may end and evaluate what they have read.
- Pupils write in a satisfactory number of styles, especially in other subjects such as history.

Shortcomings

- Some pupils spell and punctuate their work carelessly and repeat their mistakes.
- More able pupils write too briefly at times when they are capable of more extended and imaginative work.

Mathematics

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils make satisfactory progress in mental mathematical skills from the age of five to eleven.
- In KS1, pupils have a good understanding of number bonds, place value and are making good progress in understanding simple fractions.
- They count forwards and backwards from zero in 2s, 5s and 10s and are developing competence in addition and subtraction, including coins up to £1.
- Key Stage 1 pupils have a good understanding of shapes and measurement. They tell the time correctly to the quarter of an hour.
- In KS2 pupils, particularly in Y3 and Y4, are making good progress in the four operations in number and their mental maths is developing well. Older, more able pupils describe their method of calculations satisfactorily, for example in fractions and decimals.
- By the end of KS2, the majority of pupils can measure weight, length, area, perimeter, volume and capacity and have an understanding of symmetry.

Shortcomings

- In general, pupils' skills in handling data are underdeveloped.
- Some older pupils are unsure of the mathematical terminology, in particular in shape and measure.
- Pupils' ability to use ICT to support their problem solving work is limited.
- Older pupils who are working at Level 5 of the NC in number are not sufficiently involved in individual or small group extended investigative work.

Science

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils can name the main outer parts of the body accurately and can differentiate between living and non-living things.
- They describe the movement of familiar things such as cars and they carry out a simple experiment to discover what causes things to speed up or slow down. They know that pushing and pulling are examples of forces.
- When carrying out an experiment, they make simple predictions and explain the outcomes clearly both orally and in writing.

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- Key Stage 2 pupils' understanding of life processes and living things is developing well. They understand that an adequate and varied diet is required to remain healthy. They are aware of the importance of looking after their teeth and hold a scientific enquiry to discover how effective toothpaste is in doing this.
 - They know that the heart acts as a pump and what effect exercise and rest have on the pulse rate.
 - Their knowledge of forces and motion is sound. They know that there are forces of attraction and repulsion between magnets, and forces of attraction between magnets and some materials.
 - They use a variety of methods to record and present information appropriately. Their scientific vocabulary is developing well.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, when designing and making, pupils discuss products such as different types of sandwiches and what they like or dislike about them.
- When making a model of a skeleton with moving components, they cut, assemble and join materials satisfactorily. Year 2 pupils begin to research in books and on the Internet about different types of cars they intend to design.
- Year 3 and Y4 pupils choose different fruits to create a fruit salad and cut them, taste them and evaluate them by giving reasons for their choices. They are beginning to work on pneumatic mechanisms.
- Year 5 and Y6 pupils gather information about different types of pizzas before going on to design and make their own products using different ingredients of their own choice.
- They learn how simple mechanisms are used to produce different types of movement. They gather information from different sources before designing their initial ideas.
- They are aware of safety measures that are required when working with different tools and materials.

Shortcomings

- Pupils do not record in sufficient detail their initial ideas or the stages of making in the form of diagrams, pictures and words.
- They do not sufficiently address the process of evaluating their work as it develops and the way it could be improved.

Information technology

Standards of achievement are satisfactory in both key stages.

Good features

- Key Stage 1 pupils make increasing use of information technology to extend their number and language skills. They can control the mouse skilfully and their early keyboard skills

are developing appropriately. They use a painting program to create a variety of colourful pictures.

- Their word-processing skills are developing satisfactorily. They make use of a database to display information in the form of simple graphs.
- They can follow instructions to load, change colour, font and print size and save their work.
- Key Stage 2 pupils make use of ICT to extend some of their subject skills such as in science, language and art. They use ICT to save and produce information which has been stored.
- They search for information on the Internet or on CD-ROM to support their investigative work in subjects such as history and geography.
- They know how to send and receive e-mails and they communicate with pupils in Wales and Ireland.

Shortcomings

- Pupils' modelling skills are undeveloped in both key stages.
- Pupils make insufficient use of ICT to build on, adapt and question information which has been stored.
- They do not use ICT to research and solve problems in the context of their work across a variety of subjects.

History

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils understand how things change over time by closely studying and sorting toys into old and new and comparing old and modern houses. They have good understanding of how people lived before electricity changed lifestyles.
- Pupils learn about the lives of famous figures such as Gerallt Gymro and Prince Llewelyn.
- They know how reliable historical sources can broaden their knowledge and understanding of the past.
- Key Stage 2 pupils follow a time line of Victorian events, learn about the conditions for child workers and compare these with their own lives today.
- Older pupils in KS2 demonstrate a clear understanding of life in Celtic, Tudor and Victorian times with particular reference to local history and the contrast between rich and poor in the later periods.
- In Y5 and Y6, pupils are developing satisfactory research skills.
- Visits to local places of interest, for example Castell Henllys, enrich the pupils' living experiences of history.

Shortcomings

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- Although all pupils satisfactorily record and communicate historical information in various forms, written presentations, particularly extended writing, by more able pupils are underdeveloped.

Geography

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils use correct symbols to record the weather on a daily basis and can identify the main differences between the summer season and the winter season.
- They make good use of maps and simple plans. They outline their journey to school and use simple co-ordinates accurately.
- They have an appropriate knowledge of another area that contrasts with their local area and can refer to physical and human characteristics in both areas.
- Across the key stage, pupils make increasing use of geographical vocabulary and terminology.
- The skills of Y3 and Y4 pupils to interpret and read plans and maps are developing well. Their skills are strengthened through practical activities in field work which deal with the school building and the surrounding area. In KS2, pupils' mapping skills are developing well through the regular use of atlases, aerial photographs, Ordnance Survey maps and maps from the Internet.
- Pupils know their local area well and have a sound understanding of the nature and character of that area.
- As a result of their study into the arguments for and against the town bypass, they begin to identify ways in which people affect the environment.
- Year 5 and Y6 pupils have a good knowledge of a contrasting locality which is less economically developed.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are good in both key stages.

Good features

- Pupils fully explore a wide range of media and art activities, including collage and weaving. They use the skills acquired in art to reinforce their learning in other subjects, especially history.
- They are making good progress in the mixing and use of colour, tone and pattern for example to create self-portraits and printing.
- Their sketchbooks show clear development of observational drawing skills. Some Y5 and Y6 pupils are beginning to use perspective well.
- Pupils make good progress in 3-D work throughout the school including their work, with an artist in residence, on a space landing, different forms of transport and "Faces in a Rugby Match" which gained first place in the Urdd National Eisteddfod.

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- In their study of the work of L S Lowry, older pupils demonstrate keen observation of detail, an understanding of the artist's technique and an ability to emulate the style.
 - Pupils have also worked on a colourful playground mural clearly depicting their immediate vicinity.

Shortcomings

- Not all pupils take enough pride in the presentation of their work.

Music

Standards of achievement are good overall in both key stages.

Good features

- In both key stages, pupils sing a wide range of songs in tune and enthusiastically, both in lessons and in collective worship.
- Pupils listen carefully, can identify a number of orchestral instruments and describe how they are played.
- In both key stages, pupils are developing their composition skills competently. Pupils in KS2 read and write simple graphic scores.
- All KS2 pupils play the recorder competently and three quarters of them are learning the violin.
- Pupils play well in small ensembles and in the school orchestra. They willingly practise their work to improve the quality.

Shortcomings

- Pupils do not formally appraise their own or others' work enough.

Physical education

During the inspection, an Y2-Y6 swimming lesson and an Y1 games lesson were observed. On the basis of limited evidence, pupils' standards of achievement are judged to be at least satisfactory.

Pupils in KS1 and KS2 follow a diverse programme that includes a variety of games such as football, rugby, netball, cricket and rounders. They take part in local sports day events and compete regularly in Urdd sports competitions. Older pupils attend an outdoor residential course in Llangrannog and Pentwyn.

Good features

- Year 1 pupils move and run with appropriate agility around the yard and gain much pleasure and progress from their yard and field sports.
- A number of them show increasing mastery of hand and eye co-ordination. Their throwing and catching skills are developing satisfactorily.
- Years 2 to Y6 pupils' swimming skills are developing well. In line with their ability, pupils are developing confidence in the water, and how to rest, float and adopt support positions.
- The most confident swimmers can vary their method of travelling in water by using either arms or legs or both to move on the front and back.

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- Older pupils successfully take part in a number of local, county and national competitions enabling the pupils to win individual praise and bring prominence to the name of the school.

Shortcomings

- Some Y1 pupils have difficulty in passing a ball accurately to a partner.
- As there are no suitable facilities and apparatus, pupils' skills in gymnastics and dance are underdeveloped.

Religious education

Standards of achievement are good in KS1 and satisfactory in KS2. Pupils follow the UA Approved Syllabus.

Good features

- Pupils learn about Christianity through listening to, reading and illustrating many Old and New Testament stories. They discuss whom they can trust, friendship and express their feelings and personal experiences.
- Pupils throughout the school have good knowledge of how people celebrate aspects of the Christian life and learn basic facts about celebrations and festivals in other faiths.
- Older children prepare and ask intelligent questions of the vicar about his work in the church.
- Pupils visit the church regularly and are well informed on its practices.

Shortcomings

- Pupils have only limited knowledge and understanding of other faiths and their traditions.
- In general, pupils in KS2 consider the issues raised by their study of the Bible at a level which is too superficial.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Following the inspection in 1997, a detailed action plan was formulated to deal with the six key issues identified in the report. Three of them, and some aspects within the others have been effectively implemented, but there are other aspects that need further attention within the key issues of this report.

1. Plan more thoroughly in the short-term and give detailed consideration to programme of study requirements

The quality of short-term planning is now good. It is ensured that the programmes of study are given due attention in all stages of planning.

2. Ensure an appropriate pace to the learning

The teaching techniques used by teachers ensure that pupils focus well on their tasks in lessons. Overall, the variety in the activities and regular monitoring ensure that appropriate pace is maintained.

3. Improve reading standards generally

Following the last inspection, a specific programme was formulated in KS1 and KS2 to extend pupils' reading experiences. The reading material available for pupils has been extended and the school now has a good selection of fiction and non-fiction books. The primary/secondary bridging scheme to develop pupils' library skills promotes KS2 pupils' investigative skills well. Standards of reading across the school are good.

4. Improve pupils' oral standards in Welsh in KS2

By specifically addressing oral activities, the school has succeeded in raising KS2 pupils' oral skills from unsatisfactory to satisfactory. There has also been an improvement in national test results in Welsh in KS2. However, insufficient opportunities are provided for pupils to nurture these skills by discussing and conversing with one another in groups and presenting their conclusions to the whole class.

5. Provide tasks which more consistently match pupils' age and ability in KS2

Generally, in lessons, it is arranged that differentiated tasks are prepared for pupils of different age and ability. However, tasks do not always ensure that more able pupils are extended.

6. Extend the use of Welsh as a medium of teaching and learning in KS2

Following the last inspection, the teaching pattern was changed and a more extensive use is now made of Welsh as a medium of teaching and learning in subjects such as history, geography, religious education, physical education, art and music. In some lessons however, expectations in relation to the use of Welsh as a medium of teaching and learning is not sufficiently clear.

8.2 Key Issues for Action

The school should:

- address the shortcomings identified in subjects particularly in those where pupils achieve satisfactory standards;
- continue to extend the use of Welsh as a medium of learning by focussing on the development of pupils' speaking and writing skills across the curriculum;
- address the shortcomings identified in the quality of teaching;
- develop effective methods of assessing pupils' progress and achievement in the foundation subjects and religious education;
- make more extensive use of positive comments and short-term targets when marking pupils' work;
- develop the monitoring plan by establishing procedures for gathering evidence relating to pupils' standards of achievement and the quality of educational provision.

APPENDIX

A. Basic Information About the School

Name of School	Abergwili Voluntary Primary School
School type	Voluntary
Age-range of pupils	4-11
Address of school	Gerddi Gyfre Abergwili Carmarthen
Post-Code	SA31 2JD
Telephone Number	01267 236209

Headteacher	Mrs Elinor Jameson
Date of appointment	February 1995
Chair of Governors	Mr Keith Mathias-Jones
Registered Inspector	Mr D G Evans
Dates of inspection	4-6 June 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1	5	9	3	6	6	10	6	46

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.8

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	16:1
Average class size, excluding nursery and special classes	16
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>			
	KS1	KS2	Whole school
Spring 2003	95	91	93.0
Autumn 2002	95.5	95.3	95.4
Summer 2002	95.0	94.4	94.7

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002	Number of pupils in Y6: 6
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	80	In the school:	80
In Wales:	63	In Wales:	63

D	Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A	Pupils who have failed to register a level because of absence.
N	Pupils who have failed to register a level for reasons other than absence.
B	Pupils not entered for tests because they are working outside the levels of the tests.
W	Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
n	Tests do not cover these levels.
n/a	not applicable.

D. The Evidence Base of the Inspection

- The school was inspected by a team of three inspectors who were present for six inspector days.
- Thirty lessons or part-lessons were inspected.
- A sample of pupils in both key stages was heard reading. Discussions were held with a number of pupils and they were questioned about aspects of their work in NC subjects.
- A sample of their written and practical work was scrutinised in all subjects.
- School policies and documents were studied before the inspection.
- Inspectors held discussions with teachers during the inspection period on a wide range of issues relating to their responsibilities and school work. Consideration was given to the school's planning documents and its various files and records.
- Attendance registers were scrutinised.
- Inspectors were present for every act of collective worship.
- Six parents attended the pre-inspection meeting and 25 questionnaires were completed.
- The Registered Inspector met with the governors before and after the inspection.
- A pre-inspection meeting was held with staff and they were provided with an oral feedback following the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D G Evans	RgI	Context Main findings Standards achieved in subjects and areas of learning Standards achieved in key skills across the curriculum Pupils' spiritual, moral, social and cultural development Quality of teaching Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection; Key issues for action	Welsh science information technology design and technology geography physical education
Mr G G Jones	Lay	Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry	
Mrs M Meredith-Jones	Team	Assessment, recording and reporting Support, guidance and pupils' welfare Provision for pupils with special educational needs Staffing, accommodation and learning resources	English mathematics history music art religious education under-fives

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.