

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

**A Report on the Quality of Education in**

**Abernant C.P. School  
Abernant  
Carmarthenshire  
SA33 5RR**

**School Number: 6692170**

**Dates of Inspection: 11/06/07**

**by**

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Abernant C.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Abernant C.P. School took place between 11/06/07 and 13/06/07. An independent team of inspectors, led by Wi Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## **Context**

### **The nature of the provider**

- 1 Ysgol Abernant is a small rural school serving the village itself and its rural hinterland. The children are admitted to the nursery class on a full-time basis during the term in which they reach their fourth birthday. There are currently 41 full-time pupils on the school register, including six nursery age children. They are taught by two full-time and one part-time teachers.
- 2 Welsh is the main language spoken in the homes of some 32% of pupils. The school follows Welsh First Language Programmes of Study.
- 3 The school is of the view that the area it serves is neither prosperous nor economically disadvantaged. Seventeen and a half per cent of pupils are entitled to receive free school meals, a figure that is comparable to county and national averages.
- 4 The school adjudges that the pupils' levels of attainment vary greatly when they are first admitted to school. Approximately 20% of pupils have additional learning needs, and this is slightly higher than county and national percentages. Two pupils have statements of additional learning needs.
- 5 There have been no significant changes in the nature of the school since the last inspection in the Summer term of 2001. The headteacher was appointed to his post in September 1991.

### **The school's priorities and targets**

- 6 The school's priorities and targets for the period 2007 – 09 include:
  - discover an effective and manageable method of assessing pupils' progress;
  - improve creative writing standards in Welsh and English;
  - improve provision for history and physical education;
  - develop the pupils' problem solving and mathematical application skills in both key stages.

## Summary

- 7 The headteacher's professional leadership and management effectively co-ordinate the efforts of staff and governors and make a significant contribution to giving a sense of direction to the work of the school. Inter-relationships at the school are good and team working is promoted effectively.
- 8 The education provided by the school fulfils the requirements of the entire range of pupils and provides a broad, balanced and differentiated curriculum.
- 9 The school has made good progress in addressing three of the five Key Issues identified in the 2001 Report. There has been a major improvement in four of the subjects inspected, and the percentage of good teaching has increased. Raising standards in English and improving the assessment arrangements continue to be priorities requiring attention since the last inspection.

### Table of grades awarded

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

### Standards and progress

- 10 The standards achieved in the lessons inspected are as follows:

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

- 11 The standards achieved by pupils in lessons are higher than all-Wales Welsh Assembly Government [WAG] targets for 2007, namely that 98% or more of lessons should be satisfactory (Grade 3) or better and that 65% should be good (Grade 2) or better.
- 12 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

- 13 The standards achieved in the areas of learning and subjects inspected are as follows:

Areas of learning	Key Stage 1	Key Stage 2
English	-----	Grade 3
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Physical education	Grade 3	Grade 2

- 14 The under-fives make good progress in the key skills of speaking and listening, numeracy and use of information and communications technology. They make appropriate progress in their reading and writing skills.
- 15 Pupils in key stages 1 and 2 make good progress in their literacy and numeracy skills, and they are confident users of information and communications technology.
- 16 The bilingual competence of a minority of pupils is good but a considerable number of Welsh learners are uncertain when communicating in their second language.
- 17 The cohorts of pupils assessed at the end of both key stages during the last three years were small, and the school's performance varied considerably from one year to the next. Overall, results in Welsh in key stage 2 were lower than results in other core subjects.
- 18 The progress made by pupils in their learning is generally good. They are aware of their personal targets and the vast majority make good progress towards achieving their potential.
- 19 The pupils' personal and social skills are good. They enjoy their work, show high levels of motivation and use their time effectively. They respect each other's views, listen to different viewpoints and work together happily.
- 20 Pupils of all ages behave responsibly and they are courteous and considerate to each other.
- 21 Throughout the school, the pupils respect the diversity of beliefs, attitudes and other cultural and social traditions and they have a good understanding of equal opportunity issues.
- 22 Average levels of attendance for the three terms prior to the inspection were over 95%, and this is higher than county and national averages.

### **The quality of education and training**

- 23 The quality of teaching was adjudged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	64%	36%	0%	0%

- 24 The quality of relationships between pupils and teachers is good and behaviour is controlled effectively. Teachers have a good knowledge of the subjects they teach and there is a clear focus on specific learning objectives. Purposeful use is made of a range of interesting resources, including information and communications technology.
- 25 In a small number of lessons, there is excessive use of worksheets and the tasks are not sufficiently challenging for the more able pupils. In general, the teaching does not show a sufficient awareness of the need to nurture the pupils' bilingualism.
- 26 The early years children are assessed on a regular basis and the information collected is used appropriately to improve the learning. There are some good assessment arrangements in key stages 1 and 2, but there is some inconsistency from one subject to another.
- 27 Overall, the annual reports provide parents with useful information on their children's progress.
- 28 Pupils receive interesting learning experiences and a good range of educational experiences is provided for them. There is appropriate planning to develop basic skills and key skills, and pupils receive numerous opportunities to develop their information and communications technology skills.
- 29 The Cwricwlwm Cymreig and Welsh culture and heritage are promoted successfully, but in key stage 2 the planning for the development of the pupils' bilingual competence is not sufficiently purposeful.
- 30 There is good provision for personal and social education. This aspect contributes effectively to improving the pupils' motivation to become responsible members of their school community and to promote effective learning.
- 31 Parents are appreciative of the work of the school and they are supportive of all its activities. An active Parents and Teachers Association raises considerable sums of money for school funds.
- 32 There are appropriate links with local primary and secondary schools and with numerous local businesses. There are good opportunities for pupils to develop their enterprise skills.
- 33 There is good provision for raising pupils' awareness of sustainable development and global citizenship.
- 34 Care and support arrangements are managed effectively. The school is a happy and caring community and pupils are happy to approach the staff for advice and guidance.

- 35 The pupils' personal and social development is promoted effectively and due prominence is given to the School Council in the life of the school. There are appropriate arrangements for enabling pupils to be healthy.
- 36 The way in which the school operates on a day-to-day basis, the rules and procedures that are in place, help the school to secure the pupils' safety and wellbeing. There are appropriate arrangements and procedures in place for all aspects of child protection.
- 37 The provision for pupils with additional learning needs is good. They receive appropriate support in their learning and make progress in accordance with their ability.
- 38 Features such fairness and equal opportunities for all are strong elements at the school and there are effective strategies for nurturing positive attitudes such as recognising diversity and promoting racial equality.
- 39 The school fulfils its disability equality duty to very good effect.

### **Leadership and management**

- 40 There is a good range of curricular and management policies, together with clear procedures to ensure that the school's day-to-day operations run smoothly.
- 41 Staff are managed effectively by the headteacher. They regularly evaluate the quality of provision in their areas of responsibility, but do not give sufficient consideration in their evaluations to the standards achieved by pupils.
- 42 The governors fulfil their responsibilities conscientiously and they work closely with the headteacher to set a strategic direction for the school. Their monitoring and evaluation role has not developed sufficiently.
- 43 The school has a general overview of its performance, but its self-evaluation arrangements are not strong enough to identify in detail which shortcomings require attention. The school's judgements in its self-evaluation report concur with the findings of the inspection team in six of the seven key questions.
- 44 The School Development Plan is a useful document that gives direction to the work of the school, but there is a lack of detail in the priorities relating to the standards achieved by pupils.
- 45 Sufficient teachers are suitably qualified to teach all aspects of the curriculum. The part-time teacher and the learning assistant make a key contribution to the quality of teaching and learning.
- 46 The school has a considerable body of resources for all ages and all subjects but the outdoor play equipment is not sufficiently challenging and interesting for the under-fives. The buildings are generally suitable to fulfil the pupils' educational needs and they are used effectively.

- 47 The school's financial management is good and resources are used efficiently, thus providing value for money.

## Recommendations

The school needs to:

- R1 \*raise standards of writing in English in key stage 2 and physical education in key stage 1 by addressing the shortcomings identified;
- R2 \*create whole-school assessment systems that will rectify the shortcomings identified in the report;
- R3 plan more purposefully in key stage 2 to develop the pupils' bilingual competence;
- R4 \* invigorate its self-evaluation arrangements in order to identify in detail which shortcomings require attention;
- R5 further develop the governors' monitoring and evaluation role.

\* Priorities in the School Development Plan 2007 - 2009

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

- 48 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 49 The standards achieved in the lessons inspected are as follows:

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

- 50 The standards achieved by pupils in lessons are higher than all-Wales Welsh Assembly Government [WAG] targets for 2007, namely that 98% or more of lessons should be satisfactory (Grade 3) or better and that 65% should be good (Grade 2) or better.

- 51 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 52 The standards achieved in the areas of learning and subjects inspected are as follows:

<b>Areas of learning</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	-----	Grade 3
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Physical education	Grade 3	Grade 2

- 53 The under-fives make good progress in the key skills of speaking and listening, numeracy and use of information and communications technology. They make appropriate progress in their reading and writing skills.
- 54 Pupils in key stages 1 and 2 make good progress in their literacy and numeracy skills and they are confident users of information and communications technology.
- 55 The bilingual competence of a minority of pupils is good, but a considerable number of Welsh learners are uncertain when communicating in their second language.
- 56 The cohorts of pupils assessed at the end of both key stages during the last three years were small, and as a result the school's performance varied considerably from one year to the next. Overall, results in Welsh in key stage 2 were lower than results in other core subjects.
- 57 The vast majority of pupils move up two levels between both key stages and there is no significant difference in the performance of boys and girls.
- 58 The progress made by pupils in their learning is generally good. They learn new knowledge and skills effectively and are able to use what they have learned in new situations.
- 59 In practical subjects such as design and technology the pupils show that they have a good awareness of the strengths and weaknesses of their work and they are able to identify what they need to do to improve. However, their ability to practise the same skills when evaluating their written work has not developed to the same extent. The pupils are aware of the personal targets set for them and they strive hard to achieve them.
- 60 The vast majority of pupils make good progress towards achieving their potential and this enables them to move on confidently to the next stage of their learning.

- 61 Pupils of all ages display skill and originality in role-play situations and when performing. Their creative development is good.
- 62 The pupils' personal and social skills are good. They enjoy their work, have positive attitudes towards learning and are alert to opportunities to ask and answer questions. They show high levels of motivation, work productively and use their time effectively in lessons.
- 63 The pupils' ability to work with others is good. They respect each other's views, listen to different viewpoints and come to an agreed view before proceeding with the task in question. They exhibit honesty, sensitivity and fairness in all their involvement with each other.
- 64 Pupils of all ages behave responsibly and they are courteous and considerate to each other. Older pupils are very caring of the younger ones and they exhibit high levels of self-discipline. This responsible attitude has a positive impact on the progress they make and on the quality of their learning.
- 65 Throughout the school, the pupils respect the diversity of beliefs, attitudes and other cultural and social traditions and they have a good understanding of equal opportunity issues.
- 66 Pupils have a good awareness of the world of work and of their responsibilities to the community.
- 67 Average levels of attendance for the three terms prior to the inspection were over 95%, and this is higher than county and national averages. Pupils attend school on a regular basis and they arrive punctually at school at the beginning of the school day.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

- 68 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 69 The quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	64%	36%	0%	0%

- 70 In all lessons, the quality of relationships between pupils and teachers is good and behaviour is controlled effectively. Teachers have a good knowledge of the subjects and areas of learning they teach, lessons are planned appropriately and there is a clear focus on specific learning objectives. There is a range of interesting resources, including interactive whiteboards and

information and communications technology, and they are used purposefully to improve the pupils' learning.

- 71 Overall, lessons are well timed and there is an appropriate balance between oral, written and group work. The teachers check that pupils have a sound understanding of the tasks in question and that summing up sessions include pupils in the task of evaluating their achievements.
- 72 Where there are shortcomings to the teaching, there is excessive use of worksheets at the expense of creative work, the differentiated work is not sufficiently challenging for the more able pupils and the teaching does not show a sufficient awareness of the need to nurture the pupils' bilingualism.
- 73 Although there are some good elements in assessment, recording and reporting procedures, there are shortcomings. The inspection team agree with the school when it says in its self-evaluation report that the current system needs to be improved and made more manageable.
- 74 The early years children are assessed on a regular basis in the six areas of learning and the information collected is used appropriately to monitor their overall development and to plan for their needs.
- 75 In key stages 1 and 2, there are good arrangements for assessing certain subjects such as mathematics and design and technology, but there are no comparable arrangements for all subjects. Appropriate records are kept of pupils' attainments in standardised tests in the core subjects.
- 76 In language, targets are carefully set for National Curriculum levels. However, the school has not yet begun to act on the system they have recently adopted for assessing literacy, reading and writing.
- 77 The individual targets agreed with pupils contribute towards their educational, social and personal development, but they are not reviewed with sufficient regularity. Although there are good examples of pupils contributing to self-assessment, this element has not been sufficiently developed.
- 78 The pupils' work is marked regularly and encouraging comments made, but rarely do they note the steps pupils should take to improve their written work.
- 79 Overall, the annual reports provide parents with useful information on their children's progress and they identify their personal targets. Occasionally, insufficient attention is given to the skills required in the foundation subjects. Parents appreciate the opportunities to discuss their children's progress with the teachers.

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

**Grade 2: Good features and no important shortcomings**

- 80 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 81 The education provided by the school fulfils the needs of the entire range of pupils and offers a curriculum that is broad, balanced and differentiated. All curriculum subjects are planned appropriately in order to provide interesting and differentiated experiences that offer continuity and progression in the pupils' learning.
- 82 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 83 A wide range of visits to places of interest enhances curricular areas and enables the pupils to increase their knowledge and understanding in different situations.
- 84 There is appropriate provision to ensure that pupils develop basic skills and key skills. Pupils also receive numerous and purposeful opportunities to develop their information and communications technology skills.
- 85 In key stage 2 curriculum planning is not sufficiently purposeful to ensure that the pupils' bilingual competence is developed as the vast majority of subjects are taught through the medium of English.
- 86 The Cwricwlwm Cymreig and Welsh culture and heritage are promoted successfully through subjects such as history, geography and music and through purposeful educational visits in the local community.
- 87 There is good provision for personal and social education through a range of curriculum activities and through the School Council's discussions and activities. This aspect contributes effectively to improving the pupils' motivation to become responsible members of their school community and to promote effective learning.
- 88 The sessions of collective worship provide pupils with appropriate opportunities to discuss spiritual matters, but no time is allocated to allow them to think and reflect on their experiences. The school conforms to statutory requirements.
- 89 The partnership and links with parents are good. Parents are appreciative of the work of the school and they are supportive of its aims and objectives. An active Parents and Teachers Association raises considerable sums of money for school funds.
- 90 There are effective arrangements for communicating with parents. The information provided is of good quality and is bilingual. The school prospectus and the Annual Report of the Governing Body to Parents fulfil statutory requirements.
- 91 There are appropriate links with other local primary schools. The links with the local secondary school are also good.

- 92 There are good links with numerous businesses and projects in the local community. People who work in the community, such as the police, fireman and nurse come to school to discuss their work with the pupils. These experiences make a good contribution to the standards achieved by pupils and they raise their awareness of the world of work.
- 93 There are good opportunities for pupils to develop their enterprise skills. The school organises several enterprise events related to design and technology work and they give pupils good opportunities to develop their own ideas.
- 94 There is good provision for raising pupils' awareness of sustainable development and global citizenship. The school is currently working on elements of the silver award and has established an eco committee that is seeking to develop sustainable practices throughout the school.
- 95 The systems of electronic communication with schools from other countries and the opportunities pupils receive to contribute to various charitable causes help to raise their awareness of global citizenship.
- 96 The curricular provision provides good opportunities for pupils to acquire the skills and information required for lifelong learning.

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

**Grade 2: Good features and no important shortcomings**

- 97 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 98 Care and support arrangements are planned and managed effectively. Effective use is made of the services of the Local Education Authority as required and there is close co-operation with parents on issues relating to their children's care and wellbeing.
- 99 Pupils are happy and comfortable in seeking advice and guidance, or discussing concerns with staff. The school is a happy and caring community in which pupils feel that they are valued and supported.
- 100 The new pupils in the nursery class settle in quickly and they feel safe at school. Those pupils who came to the school during term have also settled well.
- 101 The pupils' personal and social development is promoted effectively through activities such as circle time and collective worship.
- 102 The school council operates in a very effective manner. It meets regularly to discuss matters of importance to pupils and acts on the decisions made in a very purposeful manner. Important improvements have been made in the school's toilet facilities as a result of the work of the council.

- 103 There are appropriate arrangements for enabling pupils to be healthy. Water fountains are provided and the school ensures that there is enough play equipment available to pupils during break times.
- 104 Registration periods are administered appropriately and there are appropriate procedures in place to ensure that pupils' attendance, punctuality and behaviour are carefully monitored.
- 105 The way in which the school operates on a day-to-day basis, the rules and procedures that are in place, help the school to secure the pupils' safety and wellbeing. There are appropriate arrangements and procedures in place for all aspects of child protection.
- 106 The provision for pupils with additional learning needs is good and it conforms to the requirements of the Code of Practice. Effective methods are used for the early identification of pupils' special needs and appropriate records are kept of their progress.
- 107 The one to one support provided by the classroom assistant is highly effective and it promotes good progress and behaviour amongst the pupils in their care. Effective support is also provided by the authority's support teachers.
- 108 The Individual Education Plans are of good quality. Clear targets are set within the pupils' ability. There are good links with parents and external agencies.
- 109 The pupils work at an appropriate level within their groups in class and they make progress in accordance with their ability.
- 110 Features such fairness and equal opportunities for all are strong elements at the school. All pupils, regardless of their ability, background or gender receive equal access and opportunities in all activities.
- 111 There are effective strategies for nurturing positive attitudes such as recognising diversity and promoting racial equality.
- 112 There are sound procedures for dealing with any instances of oppressive behaviour and bullying.
- 113 The school fulfils its disability equality duty to very good effect. An effective Disability Equality Plan and Accessibility Plan have been produced that outline the steps proposed to promote disability equality over the next three years.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

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

- 115 The headteacher's professional leadership and management effectively co-ordinate the efforts of staff and governors and make a significant contribution to giving a sense of direction to the work of the school. Inter-relationships at the school are good and team working is promoted effectively.
- 116 There is a good range of curricular and management policies, together with clear procedures to ensure that the school's day-to-day operations run smoothly. Staff and governors understand and operate the policies effectively.
- 117 Staff are managed effectively by the headteacher. They receive good opportunities to contribute to the school's development and use is made of their expertise by exchanging classes to teach certain subjects. Their responsibilities are clearly defined through purposeful job descriptions and appropriate curricular responsibilities are allocated to each individual. They regularly evaluate the quality of provision in their areas of responsibility, but do not give sufficient consideration in their evaluations to the standards achieved by pupils.
- 118 Appropriate consideration is given to national and local priorities when planning developments. The school has registered for the Healthy Schools scheme and has gained Basic Skills Agency Quality Mark accreditation and the Eco-Schools bronze award. There are appropriate arrangements in place to reduce teachers' workload and an appropriate plan has been produced in response to workforce remodelling requirements.
- 119 The school's targets for the next three years are challenging but achievable. They are based on a detailed analysis of the likely performance of individual pupils at the end of the key stages.
- 120 There are appropriate procedures in place for managing and improving staff performance. The needs of staff are reviewed annually in order to promote their professional development and improve the quality of provision.
- 121 The governors fulfil their responsibilities conscientiously and they know the school well. They work closely with the headteacher to set a strategic direction for the school. They are aware of the importance of their role as a critical friend of the school.
- 122 Subject responsibilities have been allocated to every governor and individuals discuss the quality of the educational provision with the relevant co-ordinator. However, there are no formal arrangements for them to observe the teaching and to share their findings with the other governors.
- 123 The governing body fully satisfies its legal responsibilities.

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

**Grade 3: Good features outweigh shortcomings**

- 124 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 125 The school has a general overview of its performance but its self-evaluation arrangements are not strong enough to identify in detail which shortcomings require attention. The school's judgements in its self-evaluation report concur with the findings of the inspection team in six of the seven key questions.
- 126 Appropriate self-evaluation strategies are used in order to gather evidence, including examining pupils' work and evaluating the teaching. Appropriate use is made of Local Education Authority guidelines in order to come to a view on the quality of the educational provision but the evaluations tend to be too generalised.
- 127 Pupils receive good opportunities to influence the school's development through the School Council and there are appropriate arrangements for gathering parents' views on the educational provision.
- 128 The concise self-evaluation report presented to the inspection team prior to the inspection is clear, readable and of good quality. It identifies the school's strengths and notes the elements that require further attention.
- 129 There are appropriate links between the self-evaluation arrangements and the priorities contained in the School Development Plan.
- 130 The School Development Plan is a useful document that gives direction to the work of the school, but there is a lack of detail in the priorities relating to the standards achieved by pupils. Sufficient resources are allocated to implement the plan and the impact of the implementation of the priorities on the school's development is evaluated.
- 131 The school has made good progress in addressing three of the five Key Issues identified in the 2001 Report. There has been a major improvement in four of the subjects inspected and the percentage of good teaching has increased. Raising standards in English and improving the assessment arrangements continue to be priorities requiring attention since the last inspection.

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

#### **Grade 2: Good features and no important shortcomings**

- 132 The findings of the inspection team differ from the Grade 3 awarded by the school in its self-evaluation report. The school had given too much attention to the minor shortcomings in the buildings in its evaluation of this key question.
- 133 Sufficient teachers are suitably qualified to teach all aspects of the curriculum. Good use is made of their expertise in areas such as design and technology and religious education. They regularly refresh their knowledge and skills by attending relevant in service training sessions.

- 134 The learning assistant in key stage 2 makes a key contribution to the quality of teaching and learning. She works closely with the teachers to provide good support to pupils.
- 135 The practice of employing a part-time teacher to release the teachers from their classes to undertake planning, preparation and assessment tasks leads to higher standards, particularly so in design and technology.
- 136 The school has a considerable body of resources for all ages and all subjects but the outdoor play equipment is not sufficiently challenging and interesting for the under-fives. The resources are of good quality and they are used regularly and effectively during lessons, but there is no central library in which the pupils can select books independently.
- 137 The buildings are generally suitable to fulfil the pupils' educational needs and they are used effectively by teachers and pupils.
- 138 The school's financial management is good and the headteacher and governing body supervise the budget carefully. Resources are used economically, efficiently and effectively in order to support the school's priorities as expressed in the School Development Plan.
- 139 The governing body has responded to the shortage of staff at the lower end of the school by appointing an assistant to teach the under-fives from September onwards.
- 140 The headteacher and subject co-ordinators review and evaluate needs and the use of resources on a regular basis in order to obtain value for money.

## Standards achieved in subjects and areas of learning

### English

#### Key Stage 2 - Grade 3: Good features outweigh shortcomings

##### Good features

- 141 Key stage 2 pupils listen attentively to presentations and the majority remember facts and information presented to them previously. They discuss aspects of their work with confidence and clarity in a class situation and with adults. By Y6, the pupils organise themselves to perform a piece from a well-known play and they communicate effectively, adhering to the objectives of the task.
- 142 The pupils are able to read independently at levels appropriate to their age and ability. They read their own work and that of others aloud in class, and a good number of the older pupils are enthusiastic readers and are able to discuss their favourite authors. They know how to use different sources to seek and obtain information.
- 143 Pupils write in various forms, including comprehension, letters, stories and describing the content of a film related to the class theme. In general, they use a range of punctuation marks correctly and the older pupils use paragraphs successfully. A small number produce coherent and extended written work, the content of which is lively.

##### Shortcomings

- 144 The pupils' ability to write in different forms is limited, especially for the purposes of creative writing.
- 145 Although some pieces of written work have been re-drafted, the element of pupils improving their own work has not been developed sufficiently.

### 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

- 146 Key stage 1 pupils count, read and arrange whole numbers up to a minimum of 100 and they know what each number represents. They describe and extend simple number sequences, including odd/even numbers and can count forwards or backwards in tens. They know all the addition and subtraction facts for all numbers up to at least 10 from memory and they understand the multiplication process in terms of repetitive addition.

- 147 Key stage 1 pupils' understanding of standard units for measuring length, mass and capacity is developing well. They use a yardstick to draw and measure lines to the nearest centimetre with increasing accuracy.
- 148 Key stage 1 pupils use the correct mathematical names for common two and three-dimensional shapes and can describe and classify them according to their characteristics.
- 149 Key stage 2 pupils are confident users of mathematical procedures. They have a sound understanding of the place value of five digit numbers and above and can recall and use multiplication and division facts with good speed. They use the four rules with growing assuredness; they can offer reasonable estimated answers to number problems and they work accurately on paper and in mental work. By Y5, they handle decimals confidently and have a sound understanding of fractions, percentages and negative numbers.
- 150 Key stage 2 pupils use diagrams, graphs and mathematical notation effectively to convey their findings and ideas clearly to others. Pupils are able to measure and correctly name angles and can note co-ordinates in two-dimensional shapes.
- 151 Key stage 2 pupils have a good understanding of the length, perimeter, area and mass measures of objects. They use a wide range of measuring tools and make sensible estimates when engaged in practical work. Y5 and Y6 pupils have a good understanding of scale.

### **Shortcomings**

- 152 The ability of pupils in key stage 1 to use the appropriate vocabulary to describe the features of shapes is limited.
- 153 The ability of key stage 2 pupils to solve problems expressed in words and to explain their methods and reasoning has not been developed sufficiently.

<b>Information Technology</b>
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### **Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

#### **Good features**

- 154 In both key stages, the pupils use a wide range of software and appropriate equipment to support and reinforce their work across the curriculum. This is an obvious strength in the pupils' work.
- 155 Key stage 1 pupils write simple sentences on a word processor, varying the size and colour of the print. They make effective use of software to produce pictures and they use data programmes confidently to collect, organise and record findings and to create various graphs.

- 156 By the end of key stage 1, the pupils use the mouse confidently to control the cursor on screen in order to make appropriate choices. They save, retrieve and print their work independently. They use the Internet with assistance and know that messages can be sent via e-mail.
- 157 In key stage 2, the pupils make good use of their word processing skills to produce well-presented work. They edit and fine-tune their work without help by using various effects, such as importing clipart and controlling the size and location of the picture on the page. By Y5, pupils make skilful use of appropriate software and a digital camera to produce colourful and multimedia presentations.
- 158 The ability of key stage 2 pupils to create a database without assistance and to present the work in various forms is good.

### **Shortcomings**

- 159 There are no important shortcomings.

## **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**

- 160 By working with a wide range of activities, key stage 1 pupils develop and fine-tune their manufacturing skills. They talk confidently about their work, suggesting ideas for making objects and they make decisions about how to move forward. They create simple sketches of their final products.
- 161 Key stage 1 pupils handle simple equipment safely and they skilfully assemble, join and combine a wide range of materials and components. They select materials for the task in question and use appropriate equipment to measure, mark and cut. They use simple mechanisms, frameworks and axles effectively in their products, and can identify the main strengths of their work and how improvements could be made.
- 162 During the design process, key stage 1 pupils draw on a variety of sources to produce various ideas and they use their knowledge of the characteristics of familiar objects before proceeding to create their own products. They communicate their ideas through detailed sketches and diagrams, keeping in mind their original intentions and the requirements of the task.
- 163 Key stage 2 pupils design the process of producing an object carefully and they select appropriate materials, equipment and methods to undertake the task in question. They work with increasing skill as they measure, mark, cut and shape a range of materials. They show a good awareness of the strength of various structures and work imaginatively as they try to solve practical problems.

- 164 Pupils in both key stages make appropriate use of information technology programmes to control devices.

### **Shortcomings**

- 165 There are no important shortcomings

## **History**

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

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

### **Good features**

- 166 In key stage 1, the pupils can describe in detail the differences between the past and present in their own lives and in those of other people in contexts that are within their experience.
- 167 Through effective role-play with a range of different items relating to 'Washday', and by studying photographs, clothes and peoples' customs on seaside holidays in the past, key stage 1 pupils have a clear understanding of the changes that have taken place over a period of time. They have a good understanding of the way in which we learn about the past.
- 168 By discussing historical characters, key stage 1 pupils begin to realise why people acted as they did and what happened as a result.
- 169 In key stage 2, pupils have a sound knowledge of the periods they have studied and they remember factual information well. They display an appropriate understanding of chronology within these periods.
- 170 By studying the Second World War, key stage 2 pupils use their investigational and recording skills effectively and they handle a wide range of artefacts, pictures and newspaper articles from the period well. They have a good understanding of how experiences during the period affected the lives of ordinary people.

### **Shortcomings**

- 171 There are no important shortcomings.

## **Physical education**

**Key Stage 1 - Grade 3: Good features outweigh shortcomings**

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

### **Good features**

- 172 In both key stages, pupils understand the beneficial effects of exercise on the body; they dress appropriately for lessons and show enthusiasm and perseverance during sessions.
- 173 In key stage 1, the pupils exhibit increasing control and co-ordination when experimenting with different ways of walking and they are aware of the importance of making proper use of their legs as they produce different movements. They have an appropriate awareness of space and direction and they begin to show their ability to work in a team when playing a simple game.
- 174 In key stage 2, in their games lesson, the pupils show their understanding of the need for safety when handling equipment and they make confident use of the appropriate equipment.
- 175 The vast majority exhibit considerable progress in their ability to stand correctly, throw carefully and in their batting and fielding techniques in cricket. They exhibit considerable maturity in their behaviour when playing the game.

### **Shortcomings**

- 176 In key stage 1, pupils have made little progress in skills during lessons.
- 177 In key stage 2, several pupils are unoccupied for too long during the playing of a game.

## School's response to the inspection

The staff and governors of Abernant Community Primary School, having studied the results of the inspection, are pleased to state that the report is a fair, positive and constructive one.

The judgement of the inspectors agrees with the judgment of the school in six of the key questions that are in the self-evaluation document.

The inspection was a developmental process and there was a fruitful professional dialogue. The opportunity was given to show the necessary evidence, to confirm a standpoint and to express views on specific aspects. Advantage was taken of this opportunity to display all the school's good points. It was felt that the role of nominee has been extremely valuable in the process.

The inspection acknowledged a substantial number of positive elements. It shows that pupils' standards in the lessons are higher than the WAG targets, with 90% good or better compared with a target of 65% good or better for the whole of Wales. The very good progress made by pupils in their learning and towards reaching their potential is acknowledged. The very good behaviour of the pupils, their responsible attitude and their understanding of equal opportunity matters were also noted. The high quality of the teaching is acknowledged with 64% being good or better and this is merited when considering the commitment and skills of our teachers. The good provision and support for pupils with SEN is also acknowledged.

The focus on standards and attainment is clear. The high standards seen in Mathematics, Information Technology, Design Technology and History are acknowledged. There are a substantial number of aspects where we have reached good standards, and we feel as a school that we can now aim at developing and extending these further. It was agreed that there is a need to improve on some aspects: develop bilingualism further in KS2; the variety of writing in KS2 English ;P.E. in KS1; areas of assessment; some aspects of the school's self-evaluation arrangements and develop further the strategic role of the governing body. We are confident that we can work on the recommendations in the report and through succeeding in accomplishing this, the school will aim at a wider objective that will be a challenge for us to move ahead to reach higher standards.

In Ysgol Abernant, there is a genuine sense of pride in everything we do. The inspection gave the school an opportunity to look in detail at every aspect of its life and work, and preparation of the self-evaluation report was a positive process as we noted all the school's strengths and identified areas where we could improve. This was a reflection of the honest evaluation processes that are in operation here. The inspection has reinforced our strengths and noted clearly the areas where we can develop further.

## Appendix 1

### Basic information about the school

Name of school	Abernant C P School
School type	Nursery and Primary
Age-range of pupils	4 – 11 years
Address of school	Abernant Carmarthenshire
Post-code	SA33 5RR
Telephone number	01267 2871418
Headteacher	Mr A Davies
Date of appointment	1/09/91
Chair of governors/ Appropriate authority	Mrs G Lewis
Reporting inspector	Wil Williams
Dates of inspection	11 – 13 June 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	4	2	6	2	2	12	7	41

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	6:1
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Summer 2006	99%	94.4%
Autumn 2006	94.5%	96.4%
Spring 2007	92.3%	94.5%

Percentage of pupils entitled to free school meals	17.5%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results: End of Key Stage 1

<b>National Curriculum Assessment KS1 Results 2006</b>	Number of pupils in Y2	2
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

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

<b>National Curriculum Assessment KS2 Results 2006</b>	Number of pupils in Y6	4
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.		

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- eleven lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- twenty responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Inspector</b>	<b>Type</b>	<b>Aspects</b>	<b>Subjects/areas of learning</b>
Wil Williams	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics; information technology; design and technology
Lisa J Davies	Team	Key questions 2; 3; 4.	English; history; physical education
Marian Donovan	Lay	Contributions to key questions 1; 3; 4 and 7	

**School's Nominee:** Mr A Davies

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### **Acknowledgement**

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.