

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

A Report on the Quality of Education in

**Ammanford Infants School
Walters Road
Ammanford
Carmarthenshire
SA18 2NF**

School Number: 6692039

Date of Inspection: 21 January 2008

by

**Robert Huw Jones
78144**

Date of Publication: 26 March 2008

Under Estyn contract number: 1111707

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Ammanford Infants 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 Ammanford Infants School took place between 21/01/08 and 23/01/08. An independent team of inspectors, led by Robert Huw Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ammanford Infant School is situated on the outskirts of the town of Ammanford. The school serves the local community but a number of pupils travel from a wider area to the assessment unit. The school states that 25% of its pupils come from a background which is neither prosperous nor disadvantaged and 75% from economically disadvantaged backgrounds. Nineteen per cent of pupils are entitled to free school meals, a figure which is higher than the average for the local education authority (LEA) which is approximately 15%, and the national average which is approximately 18%. The school provides education for pupils between three and seven years of age in two streams. In Stream A pupils are taught through the medium of Welsh and in Stream B pupils are taught through the medium of English with Welsh being taught as a second language.
2. The school has gained the Basic Skills Agency's Quality Mark for the third time and also the Five Leaves award of the Healthy Schools Programme. The school has been awarded the Eco-Schools Green Flag for the third time and has also gained the Sports Mark award.
3. The 164 pupils currently on roll are educated in six mainstream classes and three special classes. Stream A comprises two classes; one for Nursery, Reception and some year (Y) 1 pupils and another for the remainder of Y1 and all Y2 pupils. Stream B comprises four classes; one for nursery and some reception pupils, one for the remainder of reception and most of Y1 pupils and two parallel classes comprising the remainder of Y1 and Y2 pupils. There is a unit for pupils with special educational needs (SEN) which comprises three classes; two Assessment Units which cater for pupils with physical, mental and learning disabilities and a Language Unit. There are 42 pupils identified as having SEN, five of whom have statements. The admissions procedures adhere to the LEA admission policy which does not discriminate against pupils with SEN. Seventy-seven per cent of pupils come from English speaking homes. The remainder come from homes where Welsh is the first language. Three pupils are 'looked after' by the local authority.
4. The school was last inspected in February 2002. Since then, the numbers on roll have remained constant and the school has succeeded well in retaining its staffing levels. At present there are 10 full time teachers at the school including the headteacher. The school employs nine full-time learning support assistants (LSAs) and one full-time clerical officer.

The school's priorities and targets

5. Among the school's priorities as noted in the school development plan (SDP) are:
 - to improve pupils' writing across the curriculum;
 - to prepare for the introduction of the Foundation Phase;
 - to introduce a strategy for the systematic development of key skills across the curriculum;
 - to develop thinking skills, and
 - to improve punctuality.

Summary

6. Ammanford Infant School is a good school with a number of outstanding features where all pupils are included in every aspect of the school's life and work and treated with respect. Pupils enjoy a wide range of interesting learning experiences and achieve good standards.

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

Grades for standards in subjects inspected

7. The standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	95%	0%	0%	0%

8. Pupils' standards in the lessons observed are much higher than the Welsh Assembly Government (WAG) targets for the whole of Wales by 2007, namely that 98% of standards are at least satisfactory (equivalent to Grade 3) and 65% are good (equivalent to Grade 2) or better.
9. Overall, the quality of the educational provision for children under five years of age is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
10. In key stage 1, standards in the subjects inspected were as follows:

English	Grade 2
Welsh second language	Grade 2
Mathematics	Grade 2
Design technology	Grade 2
History	Grade 2
Art	Grade 2

11. In National Curriculum (NC) assessments in 2007 (according to teacher assessment) the school's results, which include pupils from the SEN unit, were higher than LEA (2007) and all-Wales (2006) averages in Welsh and lower than the LEA and all-Wales averages in English, mathematics and science. When compared with similar schools in Wales based on the percentage of pupils entitled to free school meals, the school's results in 2006 were in the first (highest) 25% in Welsh, in the fourth (lowest) 25% in English and science, and in the third 25% in mathematics. Girls have consistently performed better than boys

over the past three years. The school has met or exceeded most of its targets during the past three years.

12. Pupils identified with SEN achieve good standards according to their age and ability. They make good progress and achieve the targets set for them.
13. The under-fives make good progress in their early literacy, numeracy and information and communications technology (ICT) skills. In key stage 1, pupils' standards of achievement in the key skill of listening is very good and overall standards in speaking and numeracy are good while standards in reading and writing have good features which outweigh shortcomings. Standards in ICT are good. Pupils' creative skills are good as demonstrated, for example, by their work in art and they solve problems confidently.
14. Pupils' bilingual competence in Stream A is good and they make effective concurrent use of Welsh and English. In Stream B pupils' bilingual competence has good features which outweigh shortcomings.
15. The behaviour of pupils is very good. Despite the inclement weather during the period of the inspection they entered and moved around the school in an orderly and courteous manner and settled into their classes quickly.
16. The average level of attendance is 90.49%. This is lower than the national average for schools with similar free school meals entitlement but comparable with similar schools within the LEA. It is well below national averages for all schools. Punctuality is generally good at the start of, and throughout, the school day allowing lessons to start on time.
17. Pupils work effectively as members of groups and in some subjects they show a practical ability to work independently. The development of pupils' thinking skills is beginning to have a positive effect in this respect.
18. Pupils make good progress in their personal and social skills. They have good moral values, and they demonstrate these regularly from day to day, in the life and work of the school.

The quality of education and training

Grades for teaching

19. The quality of teaching in lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	81%	0%	0%	0%

20. These figures compare very well with the all-Wales averages published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in a further 17%.
21. Teachers and support staff have established excellent relationships with pupils. Consistent praise and encouragement of pupils' good work and efforts, and clear evidence of high expectations have a very positive effect on pupils' progress. Pupils with SEN in mainstream classes and in the assessment and language units are given every opportunity to develop their learning potential, and boys and girls are treated equally without gender stereotyping.

22. Teachers' subject knowledge is secure, and lesson plans are very detailed and focussed. Very effective links are made with previous learning and with the work which is planned for future lessons. A wide range of teaching strategies is employed, and very effective use is made of open-ended questioning, which encourages the development of pupils' thinking skills.
23. The pace of the majority of lessons is very effectively managed, and the clear structure ensures a good balance between direct teaching and practical tasks.
24. While bilingual teaching is very good in Stream A, the school is aware that the development of bilingual skills in Stream B is not planned in a sufficiently focussed way. This appears as a target in the SDP.
25. The school's assessment policy is clear and comprehensive and assessment procedures are very effective.
26. There are some examples of pupils evaluating their own and each other's work, their role in the process of assessing their work, however, and in setting their own targets has not been fully developed.
27. Baseline assessment in the reception class is used very effectively to set targets for the under-fives. The work of key stage 1 pupils in the core subjects is assessed against NC criteria every term. In addition, standardised tests are used at the beginning and end of the school year in English and mathematics to add to the information the school has on pupils' progress. Annual reports to parents conform to statutory requirements.
28. The school provides key stage 1 pupils with equal access to a broad, balanced and relevant curriculum, which conforms to statutory requirements. It is carefully planned in a two year cycle of appropriate themes, building on existing knowledge, skills and understanding, and providing a good balance between topic work and subject teaching.
29. Generally, provision for key skills is well integrated into all schemes of work and in teachers' lesson plans, and ensures that due attention is given to their development.
30. The school provides an outstanding range of opportunities for out-of-school learning which enriches the curriculum.
31. Pupils' awareness of citizenship is well developed through the activities of the school council. The school council members also form the active Eco committee of the school, and make an informed contribution to the promotion of education for sustainable development.
32. Pupils' awareness of Welsh culture is promoted through a good repertoire of Welsh hymns and songs, and in pupils' participation in the folk-dancing competition of the Urdd eisteddfod. However, the *Cwricwlwm Cymreig* is currently underdeveloped and the school has identified this as an area for improvement in the SDP.
33. Pupils are cared for, guided and supported very well in a school which has a happy, nurturing ethos. Every pupil in mainstream classes and in the three special units is a valued member of the school community. The importance of working and playing together with kindness and tolerance is a strong emphasis of the school.

34. The carefully planned personal, social and health education (PSHE) programme successfully raises awareness of self and of relationships with others, of health education, and being aware of environmental issues.
35. The school actively promotes equal opportunities for all pupils, who affirm that they feel that they are fairly treated by all staff.
36. Regular opportunities are taken in lessons and in collective worship to encourage pupils to understand the importance of respecting diversity in language, religion, culture and traditions.
37. Provision for pupils with SEN is well organised in the school. The register of SEN is kept in accordance with statutory requirements and all documentation is fully in accord with the Code of Practice for SEN.
38. All pupils with SEN in mainstream classes are withdrawn in small groups for support in literacy skills. Support in the classroom is given in a flexible way to individuals and small groups by teachers and support staff.
39. Provision made for pupils who attend the Language Unit and the two Assessment Units, most of whom have statements of SEN, has outstanding features. Teachers in all the Units make a high quality provision for pupils with a range of very special educational needs. They have consistently high expectations of pupils' potential achievement, and the work they provide is fine-tuned to give the appropriate level of challenge.

Leadership and management

40. The school is very well led and the headteacher who is the substantive headteacher of both the infant and junior schools gives it positive direction and purpose. The deputy headteacher provides very good support and works closely with the headteacher to ensure the smooth running of the school.
41. All staff are involved in reviewing performance data and in setting targets for improvement which acknowledge the nature of the cohort. In doing so, however, they do not take into consideration all the data available to them, for example, benchmarking data and the difference between boys' and girls' performance.
42. The governing body is supportive of the headteacher and staff and fully meets all statutory and legal requirements. All statutory and recommended policies, documents and procedures have been adopted and implemented.
43. School self-evaluation procedures are very well established and are now subject to review. During the past two years revised strategies have been put in place for monitoring, self-evaluation and analysis of assessment. The headteacher and staff conduct an analysis of the school's strengths and weaknesses in order to identify aspects for development.
44. The school does not at present seek the views of all interested parties. Parents, individual staff and governors are not consulted. Pupils are encouraged to express their views through the school council.
45. The SDP is a comprehensive document which notes clearly the school's priorities for improvement. Progress against the targets in the SDP is regularly reviewed.
46. The school has made good progress in addressing the key issues in the last inspection report.

47. The school is well staffed for the number of pupils on roll. Teaching and learning support staff are appropriately qualified and skilled and their expertise is well matched to the demands of the curriculum.
48. The quality and range of resources to support the curriculum are very good and they are readily accessible to pupils. The staff make effective use of all the resources available including the immediate and wider environment.
49. Co-ordinators ensure that there are adequate resources for their subjects and review them regularly.
50. Overall the school provides good value for money.

Recommendations

In order to secure improvement the school needs to:

- R1 address shortcomings in subjects;
- R2 develop further pupils' ability to assess their own work and set personal targets;
- R3 ensure that all available data is carefully analysed before setting targets for improvement, and
- R4 regularly consult all its stakeholders and give due consideration to their views.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

51. The inspection team's findings match the school's judgements in its self-evaluation report.

Grades for standards in subjects inspected

52. The standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	95%	0%	0%	0%

53. Pupils' standards in the lessons observed are considerably higher than the Welsh Assembly government's targets for the whole of Wales for 2007, namely that 98% of lessons should be satisfactory (equivalent to Grade 3) and higher than the target of 65% to be good (equivalent to Grade 2) or better.
54. The overall quality of educational provision for children under five is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.

55. In key stage 1, standards in the subjects inspected were as follows:

English	Grade 2
Welsh second language	Grade 2
Mathematics	Grade 2
Design technology	Grade 2
History	Grade 2
Art	Grade 2

56. In NC assessments in 2007 (according to teacher assessment) the school's results, which include pupils from the SEN unit, were higher than LEA (2007) and all-Wales (2006) averages in Welsh and lower than the LEA and all-Wales averages in English, mathematics and science. When compared with similar schools in Wales based on the percentage of pupils entitled to free school meals, the school's results in 2006 were in the first (highest) 25% in Welsh, in the fourth (lowest) 25% in English and science, and in the third 25% in mathematics. Girls have consistently performed better than boys over the past three years. The school has met or exceeded most of its targets during the past three years.
57. Pupils identified with SEN achieve good standards according to their age and ability. They make good progress and achieve the targets set for them.
58. The under-fives make good progress in their early literacy, numeracy and ICT skills. They listen attentively and a number make recognisable marks on paper but many have immature speaking skills. The majority read a few familiar words correctly and make effective use of picture clues to understand stories.
59. In key stage 1, pupils' standards of achievement in the key skill of listening are very good and overall standards in speaking and numeracy are good while standards in reading and writing have good features which outweigh shortcomings. Standards in ICT are good. Pupils listen attentively and speak confidently. They read with reasonable fluency and understanding and write for a variety of purposes. Numeracy skills are used well to measure, count and record. Pupils make effective use of ICT to support their learning. Pupils' creative skills are good as demonstrated, for example, by their work in art and they solve problems confidently.
60. Pupils' bilingual competence in Stream A is good and they make effective concurrent use of Welsh and English. In Stream B, pupils' bilingual competence has good features which outweigh shortcomings; they respond confidently to the teacher when answering questions about the weather and during registration periods but make little use of incidental Welsh during the day.
61. Pupils, including those 'looked after' by the local authority, succeed whatever their ability and linguistic, social or ethnic backgrounds.
62. Pupils display a good aptitude for learning new skills. For example they develop an understanding of the way in which democratic institutions work by means of the school council/ Eco committee. Members are aware of their responsibilities as representatives of those who elected them.
63. Pupils have some understanding of the strengths and weaknesses in their work and what they need to do in order to improve. Targets are agreed with their teachers but not all are fully aware of these and what they must do in order to

meet them. Generally pupils meet the targets set and make good progress towards the next stage of their learning.

64. Pupils have positive attitudes towards learning and they enjoy their lessons. They display good motivation, concentrate carefully and persevere in order to complete their tasks.
65. The behaviour of pupils is very good. Despite the inclement weather during the period of the inspection, they entered and moved around the school in an orderly and courteous manner and settled into their classes quickly. Pupils' manners and attitudes at playtime and at lunchtime are very good. They understand clearly the high standards of behaviour which are expected of them and nearly always fulfil these expectations. Pupils are respectful to their fellow pupils and adults and this has a positive influence on the quality of life at the school. Parents, in their response to the questionnaires and in the pre-inspection meeting, praise the efforts of the school to maintain standards of behaviour.
66. The average level of attendance is 90.49%. This is lower than the national average for schools with similar free school meals entitlement but comparable with similar schools within the LEA. It is well below national averages for all schools. There are no significant or unexplained variations in attendance levels across the school or throughout the year. The main cause of pupil absence is sickness and parents taking their children on holiday during term time.
67. Punctuality is generally good at the start of, and throughout, the school day allowing lessons to start on time. The school takes appropriate account of WAG Circular 3/99 which sets out the requirements for recording absence.
68. Pupils work effectively as members of groups and in some subjects they show a practical ability to work independently. The development of pupils' thinking skills is beginning to have a positive effect in this respect.
69. Pupils make good progress in their personal and social skills. They have good moral values, and they demonstrate these regularly from day to day, in the life and work of the school. They show respect towards each other, all members of staff and towards their school environment. They work together well in lessons and in other activities. Relationships between pupils are good throughout the school.
70. Pupils have a good understanding of the principle of equal opportunities as the staff ensure that each individual has access to every aspect of the life and work of the school. They particularly value those occasions when pupils from the SEN unit join with them in school activities. Pupils have a good understanding and respect for the diversity of creeds and cultures which they encounter in society.
71. Pupils have a good knowledge and understanding of the workplace and the local community which is commensurate with their age. In lessons they discuss the different work people do and the ways in which people look after and care for their community. Pupils are actively involved in numerous community activities and some parents and members of the local community come into school regularly to help with school activities such as reading, gardening and crafts.

The quality of education and training

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

Grade 1: Good with outstanding features

72. The inspection team's findings match the school's judgements in its self-evaluation report.
73. The quality of teaching in lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	81%	0%	0%	0%

74. These figures compare very well with the all-Wales averages published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where the overall quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in a further 17%.
75. The consistent quality of teaching is a strength of the school, and is evident in the teaching of the under-fives, in the key stage 1 mainstream classes, and in the three special units.
76. Teachers and support staff have established excellent relationships with pupils. Consistent praise and encouragement of pupils' good work and efforts, and clear evidence of high expectations have a very positive effect on pupils' progress. Pupils with SEN in mainstream classes, in the assessment and language units and those who are 'looked after' by the local authority are given excellent opportunities to develop their learning potential, and boys and girls are treated equally without gender stereotyping.
77. Teachers' subject knowledge is secure, and lesson plans are very detailed and focussed. Learning objectives are consistently shared with pupils at the beginning of lessons, and revisited in effective plenary sessions. Very effective links are made with previous learning and with the work which is planned for future lessons. Work is well matched to the needs of individual pupils and, in the best practice, pupils are given the opportunity to evaluate their own work and that of their peers in the plenary session.
78. A wide range of teaching strategies is employed, and very effective use is made of open-ended questioning, which encourages the development of pupils' thinking skills.
79. Presentations are lively and make ambitious use of language, and clear, concise instructions are given for the completion of practical tasks.
80. The pace of the majority of lessons is very effectively managed, and the clear structure ensures a good balance between direct teaching and practical tasks which give pupils the opportunity for more independent learning. Intervention and support by both teaching and support staff is well-timed, and encourages further effort.
81. Pupils are consistently given opportunity to work as a class, in small groups and in pairs, and a good range of resources is accessible to enrich and enliven lessons.

82. While bilingual teaching is very good in Stream A, the school is aware that the development of bilingual skills in Stream B is not planned in a sufficiently focussed way. This appears as a target in the SDP.
83. The school's assessment policy is clear and comprehensive and assessment procedures are very effective.
84. Pupils' work is marked regularly with reference to learning objectives, and positive comments are made about pupils' efforts. Although there are some examples of pupils evaluating their own and each other's work, their role in the process of assessing their work and in setting their own targets is not fully developed.
85. Baseline assessment in the reception class is used very effectively to set targets for the under-fives. Emphasis is also placed on formative assessment throughout the early years in order to monitor individual progress towards the Desirable Outcomes more effectively. The results of baseline assessment are also used to identify those children who may need additional support.
86. The work of key stage 1 pupils in the core subjects is assessed against NC criteria every term. In addition, standardised tests are used at the beginning and end of the school year in English and mathematics to add to the information which the school gathers on pupils' progress. These tests are analysed to identify areas of strength and weakness in the subjects across the key stage and in the progress of individual pupils. They are also used effectively to identify pupils who need support, to set individual targets in English and mathematics for every pupil and to inform and direct teachers' lesson planning. Reading records are kept for every pupil.
87. Personal Portfolios record progress well as they include baseline results, teacher assessment of the core subjects and results of standardised tests, together with copies of the annual report to parents. Results of the twice yearly assessment of foundation subjects are also included in the Portfolio.
88. The school has subject portfolios of pupils' work in mathematics, English and Welsh first language which is assessed according to NC criteria and annotated. These are used effectively to support teaching and assessment, and ensure secure moderation of levels in the subjects.
89. Annual reports to parents conform to statutory requirements. They provide detailed information on under-fives' progress in areas of learning and pupils' progress in NC subjects, and indicate priorities for the way ahead. Opportunities are provided for parents to comment on the report and come into school to discuss it during the summer term. They can also visit school to discuss their children's progress in the autumn and spring terms.

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

Grade 1: Good with outstanding features

90. The findings of the inspection team differ from the school's judgement in its self-evaluation report as the school had awarded itself a Grade 2 for this key question. The inspection team feel that there were a number of outstanding features in the learning experiences provided by the school for its pupils.

91. The outstanding features of provision include the school's high quality response to initiatives such as the Basic Skills' Agency Quality Mark and Sports' Mark, provision for raising awareness of sustainable development and healthy living, the promotion of well-established partnerships with other providers, and the well-planned development of learners' thinking skills.
92. Early years planning draws together the six areas of learning in a curriculum which is increasingly skills-based and provides successful opportunities to learn through practical activities. In under-fives' classes a suitable range of structured and free choice activities establishes quality learning experiences at an early age. The school is making very good progress towards implementing the Foundation Phase, with a greater emphasis on learning through direct experience and through play.
93. The school provides key stage 1 pupils with equal access to a broad, balanced and relevant curriculum which conforms to statutory requirements. It is carefully planned in a two year cycle of appropriate themes, building on existing knowledge, skills and understanding, and providing a good balance between topic work and subject teaching. Detailed and well-structured schemes of work are kept under regular review and provide a strong framework for teachers' lesson planning.
94. Generally, provision for key skills is well planned and integrated into all schemes of work and into teachers' lesson plans, ensuring that due attention is given to their development. This has a positive impact on standards. The school is aware that the same rigour is not presently applied to the planning for the development of bilingual skills across the curriculum in Stream B.
95. The school provides an outstanding range of opportunities for out-of-school learning which enriches the curriculum. Pupils benefit from an excellent range of extra-curricular clubs and activities, which make a very positive contribution both to their knowledge and skills and to their social development. After school activities include an art club, Clwb Cymraeg, a fitness club, a gardening club and cricket and tennis clubs in the summer term, all of which are well attended.
96. Educational visits such as those to local shops and businesses, museums, including The Museum of Welsh Life at St Ffagan's, heritage sites, places of worship and to the Oriel Art Gallery enrich pupils' curricular experiences, and a number of visitors come to school regularly to talk to the pupils and to provide workshops. These include writers, artists and musicians, a puppet theatre, a dance company, the police education liaison service, the health visitor, the air-ambulance service and the fire service.
97. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. Whole school acts of collective worship appropriately promote pupils' spiritual development. However, pupils do not always have opportunities to reflect on spiritual matters in worship and in lessons. The provision for the small minority of pupils who are withdrawn from collective worship, actively promotes good moral development. The qualities of kindness and courtesy are actively and consistently encouraged, and are a mark of the social development of the pupils in everyday school life.
98. Pupils' awareness of citizenship is well developed through the activities of the school council. The members meet regularly and plan fundraising activities,

which can be used to make improvements in various aspects of school life. The school council members also form the active Eco committee of the school, and make an informed contribution to the promotion of education for sustainable development.

99. The school has been awarded the Green Flag for the third time, and is planning further developments in the monitoring and control of waste produced by the school. Pupils are aware of their responsibilities as global citizens as demonstrated by their fundraising for charities such as Children in Need.
100. The life of the school is enriched by very effective partnerships with parents, the junior school to which the majority of pupils transfer, other schools and colleges in the area and the whole community. The school prospectus and nursery induction pack are of very good quality, and provide useful information about the school. Curriculum presentation evenings and termly consultation evenings give parents regular opportunities to discuss their children's progress, and they are invited to support school activities such as helping with outside visits. There is very effective informal contact daily between staff and parents. The school has strong links with local places of worship and clergy visit the school frequently.
101. Strong partnerships with teacher training institutions and further education colleges mean that student teachers and students on placements are welcomed to the school for practical experience and training. There are very effective links with playgroups and with the junior school, and transition is well planned.
102. There are good opportunities to broaden and enrich pupils' work-related education. These are successfully developed through personal and social education, visits to local businesses and visitors from the locality. The school was awarded the Schools Curriculum Award for excellence in work with the community.
103. There is a firm commitment to equal opportunities for all. The school makes good provision for all pupils and there is a high level of educational support for pupils with SEN. The provision for PSHE is a well established feature of the whole school curriculum. Personal and social issues are discussed in 'circle time', and golden rules for behaviour in class and in the playground are agreed by the pupils and displayed in every classroom. The school promotes health education exceptionally well, and has been awarded all five leaves of the Healthy Schools Programme for the excellence of its provision in this area. A well established 'buddy' scheme ensures that pupils are aware of the need to play well together.
104. Pupils' awareness of Welsh culture is well promoted through a good repertoire of Welsh hymns and songs, and in pupils' participation in the folk-dancing competition of the Urdd eisteddfod. However, the *Cwricwlwm Cymreig* is currently underdeveloped and the school has identified this as an area for improvement in the SDP. Whereas history and geography provide good examples of the *Cwricwlwm Cymreig*, this good practice is not reflected in other subjects. The school actively promotes pupils' awareness of other cultures and faiths, through collective worship, and through geography, art and religious education lessons. Pupils' bilingual skills are well promoted in Stream A but not as effectively in Stream B.

105. There are good opportunities for pupils to develop their entrepreneurial skills, such as buying, selling and marketing through fund raising activities, for example pupils made daffodil arrangements for St David's day and sold these at the local Pensioners' Hall. The school calendar was produced by the pupils and sold to families and friends of the school.
106. The school's emphasis on key skills, and especially its provision for the development of ICT provides pupils with very good foundations for life-long learning.

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

Grade 1: Good with outstanding features

107. The inspection team's findings match the school's judgements in its self-evaluation report.
108. Pupils are cared for, guided and supported very well in a school which has a happy, nurturing ethos. Every pupil in mainstream classes and in the three special units is a valued member of the school community. The importance of working and playing together with kindness and tolerance is emphasised and is a strong feature of the school.
109. Home-school agreements are in place, and daily contact between parents and staff ensure that any possible concerns are promptly and efficiently addressed. All the parents in the pre-inspection meeting stated that the staff know their children very well, and that pastoral care at the school is of a very high quality.
110. Induction arrangements for under-fives are carefully planned and implemented. Three pre-school visits are arranged for prospective pupils, and a presentation evening together with an induction pack, provide parents with useful information about school procedures and expectations. Parents confirm that their children settle into school routines very quickly. Pupils who join school in subsequent years also have no difficulty in settling in to school life.
111. There are effective transition arrangements for pupils to transfer to the junior school. Curriculum planning has been reviewed and revised during the last three years to link effectively with planning in the junior school, and curriculum leaders work together to develop their subject areas and to plan in-service training. Pupils in Y2 have the opportunity to visit before they transfer to Y3, and teachers from the junior school also visit the school to get to know the pupils.
112. The school provides personal support and guidance of very high quality and the carefully planned PSHE programme successfully raises awareness of self and of relationships with others, of health education and of environmental issues. The police liaison officer provides road safety education. The school has gained the top award of the Healthy School Programme.
113. Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The systems for monitoring attendance and punctuality are effective. Procedures for promptly following up lateness or unexplained absence are appropriately implemented. The educational welfare officer visits once a term and visits families when the school has referred a concern.

114. Pupils' behaviour is monitored very effectively and action is taken promptly to support pupils who may experience difficulties. There have been no exclusions in the year before the inspection. Strategies to encourage pupils to behave well are very effective, and any incidents of bullying are dealt with effectively. Teaching and support staff as well as lunch-time supervisors apply policies and procedures for behaviour management consistently, and all adults in the school are good role models.
115. The school has an appropriate health and safety policy and effective procedures for its implementation. Adults in the school are well aware of pupils with particular needs and know what to do in the event of accidents and emergencies. Accidents are recorded systematically, and parents are fully informed. All staff have been trained in first aid and two members of staff hold advanced level certificates. Risk assessments in school and for outside visits are conducted regularly, fire equipment is regularly checked and fire drills are held every term. Named staff are given responsibility for the administration of medicines, and all medicines are stored securely.
116. The child protection policy and procedures are reviewed annually, and the headteacher is the named officer. There is also a named governor who shares responsibility for care and welfare. All staff are fully aware of the procedures, and have received appropriate training.
117. Provision for pupils with SEN is well organised in the school. The SEN co-ordinator (SENCO) is very experienced and manages the provision very effectively. The register of SEN is kept in accordance with statutory requirements and many pupils make sufficient progress to be removed from the register as they progress through the school. All documentation is fully in accord with the Code of Practice for SEN.
118. The school has effective procedures for the identification of pupils with SEN at an early stage. Baseline assessment results which give cause for concern, together with concerns arising from teachers' observations, result in school action which may include ongoing monitoring, formal observation by the SENCO, and the provision of an individual education plan (IEP). Parents are kept fully informed of all the strategies which are employed to ensure additional support in the early years and in KS1.
119. All pupils with SEN in mainstream classes are withdrawn in small groups for support in literacy skills. These sessions are effectively provided by experienced and dedicated support staff. Individual pupils receive physiotherapy and occupational therapy as required.
120. Support in the classroom is given in a flexible way to individuals and small groups by teachers and support staff. Self-correcting computer programmes in mathematics and language are also used effectively to encourage independent learning and self-esteem. Teachers' planning includes the provision of work which gives appropriate challenge to pupils of differing abilities.
121. With the support of the SENCO the class teacher ensures that pupils with SEN make good progress through ongoing careful monitoring and the provision of IEPs. These are drawn up by the class teacher in conjunction with the SENCO and are integrated into short-term planning. They contain specific targets, suggested strategies for their implementation, clear success criteria and a date

for review and the setting of new targets. IEPs are reviewed twice each term, and parents are fully informed of their content.

122. The provision made for pupils who attend the Language Unit and the two Assessment Units, most of whom have statements of SEN, has outstanding features. The Language Unit provides for pupils from early years and KS1 with specific language difficulties, and currently has eight pupils on roll. Pupils are referred to the Assessment Units from the whole of Carmarthenshire, and at present there are six pupils in Unit 1 and five in Unit 2 all of whom are taught through the medium of English.
123. Teachers in all the Units have received training which enables them to make a high quality provision for pupils with a range of very special educational needs. They have consistently high expectations of pupils' potential achievement, and the work they provide is fine-tuned to give an appropriate level of challenge. The environment in all three units is planned and organised very carefully, and routines and procedures are well established and effective use is made of a good range of learning resources. Support staff are well qualified and experienced, and make an invaluable contribution to pupils' progress.
124. Most of the pupils in the Units have a statement of SEN, although some of those in Assessment Unit 1 are in the process of being assessed. All pupils have very detailed IEPs with specific targets, which are reviewed regularly.
125. Pupils from all three units are integrated into mainstream classes for a variety of suitable activities including collective worship on a regular basis. Individual pupils from Assessment Unit 2 may be gradually integrated into mainstream education on a full-time basis as their knowledge and skills develop and progress. Links with parents are very good, and pupils benefit from the wide variety of outside visits and visitors to school which are part of the curriculum provision for mainstream pupils.
126. Pupils with SEN in the mainstream classes and in the three Special Units are well supported by a range of outside agencies, which include the educational psychologist, speech therapist, physiotherapist, occupational therapist, the sensory impaired unit, learning support services and behaviour support services. The governor with responsibility for SEN visits the school regularly and takes an active interest in the school's provision.
127. The school fully embraces the concept of full inclusion and this forms a basis for all its values and permeates all aspects of its work. The school effectively supports all its pupils and no pupils are prevented from taking part in any activity of the school because of their social, educational ethnic or linguistic background. The headteacher works closely with outside agencies such as social services to support and guide 'looked after' pupils. There are clear policies for the promotion of equal opportunities and racial equality which are effectively and consistently implemented.
128. The school actively promotes equal opportunities for all pupils, who affirm that they feel that they are fairly treated by all staff. The school is proactive in challenging gender stereotypes in games activities and in role play, and every pupil in mainstream and in special units has equal access to the curriculum and to extra-curricular activities.

129. Measures to eliminate oppressive behaviour are very good. The school staff consistently implement its positive behaviour strategies and takes bullying and inappropriate behaviour seriously. Any reported instances of bullying, which are very unusual, are well documented and are dealt with promptly and effectively. Arrangements to eliminate racial discrimination, oppressive behaviour, bullying and harassment work extremely well because all staff consistently apply relevant policies and procedures and have high expectations of their pupils in these areas. The 'buddy bench' helps to promote friendship and pupils know that if they have no one to play with they go there. Parents speak very favourably about how well the school promotes inclusion and how children with special needs are effectively integrated.
130. Pupils from the special units with a wide range of physical, emotional and learning difficulties benefit from a well organised programme of integration into many of the learning activities of the school, including lessons, collective worship and educational visits. An accessibility plan for disabled pupils has been drawn up, and parents are made aware of it.
131. Regular opportunities are taken in lessons and in collective worship to encourage pupils to understand the importance of respecting diversity in language, religion, culture and traditions.

Leadership and management

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

Grade 2: Good features and no important shortcomings

132. The inspection team's findings match the school's judgements in its self-evaluation report.
133. The school is very well led and the headteacher who is the substantive headteacher of both the infant and junior schools gives it positive direction and purpose. She has a clear vision for the school which is shared by the staff and the governors. She divides her time between the infant and junior schools which are located on separate sites about one mile apart.
134. The headteacher displays a commitment to the school and her professional attitude provides a good role model for both staff and pupils. School documentation is thorough and meticulously kept. This sense of order and attention to detail is reflected in every aspect of the life and work of the school. The deputy headteacher provides very good support and works closely with the headteacher to ensure the smooth running of the school.
135. The headteacher and staff are successful in creating a good ethos based on sound values which are evident in the life and work of the school. They have succeeded also in creating a caring and stimulating environment which promotes effective learning and ensures equality for all.
136. The headteacher manages staff very well and members of staff work well as a team. Subject co-ordinators have management roles which are clearly defined and have regular meetings with their counterparts in the junior school. They monitor their subjects in accordance with the school's comprehensive monitoring

programme whereby all subjects are monitored every term with a focus on planning, teaching and scrutiny of pupils' work. Co-ordinators produce, whole-school subject reports but these tend to emphasise the quality of provision rather than standards.

137. All staff are involved in reviewing performance data and in setting targets for improvement which acknowledge the nature of the cohort. In doing so, however, they do not take into consideration all the data available to them, for example, benchmarking data and the difference between boys' and girls' performance.
138. Teachers complete self-appraisal forms as part of the performance management process. The headteacher and deputy headteacher then monitor the performance of individual members of staff and, having considered the outcomes together with teachers' self-appraisal, set targets which reflect both the school's priorities and individuals' needs.
139. The school responds very well to national priorities and places particular emphasis on standards in literacy and numeracy which it constantly seeks to improve and on pupils' thinking skills. The school effectively promotes pupils' awareness of sustainable development and pupils develop a good awareness of citizenship and responsibility through the work of the school council.
140. The governing body is supportive of the headteacher and staff and fully meets all statutory and legal requirements. All statutory and recommended policies, documents and procedures have been adopted and implemented.
141. Governors receive comprehensive reports from the headteacher who informs them of all aspects of the school's life and work and the headteacher and chair of governors meet regularly to discuss management issues. Governors contribute to strategic planning through scrutiny of the SDP.
142. The governing body and its committees meet regularly and some governors visit the school regularly to effectively monitor the work of the school.

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

Grade 2: Good features and no important shortcomings

143. The inspection team's findings match the school's judgements in its self-evaluation report.
144. School self-evaluation procedures are very well established and are now subject to review. During the past two years revised strategies have been put in place for monitoring, self-evaluation and analysis of assessment.
145. Self-evaluation is based on first hand evidence and procedures include classroom observations, review of pupils' work, scrutiny of resources and analysis of data conducted by all subject co-ordinators every year. They use the evidence gathered through monitoring to set targets for improvement.
146. The headteacher and staff conduct an analysis of the school's strengths and weaknesses in order to identify aspects for development.
147. The school does not at present seek the views of all interested parties. Parents, individual staff and governors are not consulted although the headteacher says

that this will be done as part of this year's end-of-year review. Pupils are encouraged to express their views through the school council.

148. The school makes effective use of the information it collects and there is a close link between self-evaluation and the SDP.
149. The SDP is a comprehensive document which notes clearly the school's priorities for improvement. It contains targets for NC subjects, though not all are quantifiable, together with others which refer to cross-curricular aspects such as key skills or whole-school issues like improving the quality of teaching and learning. The plan includes detailed success criteria and costs. Progress against the targets in the SDP is regularly reviewed.
150. The school has made a considerable investment in resources to support teaching and learning, for example, the school has invested in materials to promote the development of thinking skills together with the necessary staff training. There is sound evidence that the actions taken have led to measurable improvements. For example, through the development of thinking skills, pupils are better able to work independently.
151. The school's self-evaluation report is a structured and comprehensive document. It clearly indicates the school's strengths and the areas where it needs to improve. The inspection team agrees with the school's judgements in six out of the seven key questions and has raised the grade in Key Question 3.
152. The school has made good progress in addressing the key issues in the last inspection report.

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

Grade 2: Good features and no important shortcomings

153. The inspection team's findings match the school's judgements in its self-evaluation report.
154. The school is well staffed for the number of pupils on roll. Teaching and learning support staff are appropriately qualified and skilled and their expertise is well matched to the demands of the curriculum. There is a good balance of youth and experience in the teaching team. Support staff, particularly those for pupils with SEN, make a good contribution to the overall quality of teaching and work effectively under the guidance of teachers.
155. The quality and range of resources to support the curriculum are very good and they are readily accessible to pupils.
156. The accommodation is good overall and is used well by teachers to promote learning. Good quality displays enhance the school's environment and teachers make good use of the space available. Although the accommodation is located on two levels linked by stairs there is appropriate access to the upper floor for pupils with physical disabilities. Parts of the exterior of the building are in need of refurbishment.
157. The staff make effective use of all the resources available including the immediate and wider environment.

158. Staff are appropriately deployed and some teachers with specialist knowledge teach their subjects to other classes, art for example. Good use is made of the expertise of staff in the junior school, for example, in science. All staff including LSAs have access to a good range of professional development activities, and training priorities are linked to the needs of the school.
159. The school secretary, catering staff, mid-day supervisors, caretaker and cleaners carry out their daily routines and a range of responsibilities efficiently and effectively. There is a good standard of cleanliness within the school and the outside areas are free from litter and graffiti.
160. Resources are well matched to the school's priorities for development, for example, the investment in a new reading scheme and the creation of the school library.
161. Co-ordinators ensure that there are adequate resources for their subjects and review them regularly in order to ensure value for money.
162. The school has adopted effective procedures for managing teachers' Planning, Preparation and Assessment time in accordance with statutory requirements.
163. Overall the school provides good value for money.

Standards achieved in subjects and areas of learning

English

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

Good features

164. Standards in listening are very good throughout the school. Pupils are able to take turns and listen carefully to their teachers' instructions and the ideas of their peers.
165. Standards in speaking are good overall. Pupils have a developing understanding of the importance of expressing their ideas fully by using a growing vocabulary and by beginning to apply aspects of standard spoken English correctly.
166. Standards in reading have good features which outweigh shortcomings. Most pupils make good progress in reading in relation to their ability. The younger pupils are developing well as readers and they confidently identify the author of a book from the cover. They become familiar with words and phrases as they take part in a variety of interesting reading activities. They read correctly books which are appropriate for their level of development and by Y2, the best readers read fluently. The less able readers make effective use of their phonic knowledge to read unfamiliar words. Pupils display an interest in books when they answer questions about the main events and characters in their books, and express opinions about their favourite books from the reading scheme.
167. Standards in writing are generally good. The younger pupils form letters correctly and write simple sentences correctly and independently, for example, when recording their news. They write with increasing accuracy according to their ability. They develop a sound understanding of grammar; for example, they have a good knowledge of simple sentence construction and most use basic

punctuation correctly. Older pupils in key stage 1 write in a broad variety of styles for a range of audiences, including poems, recipes and reports. Their stories are interesting, and they carefully select descriptive words in order to create vivid images. The majority of pupils present their work in a neat and orderly fashion.

Shortcomings

168. Some pupils read mechanically and with little expression. This deficiency restricts their understanding and enjoyment of stories.

Welsh second language

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

Good features

169. Pupils make good progress in speaking and very good progress in listening. They respond well to instructions, and can ask and answer a range of questions effectively. They develop a good range of vocabulary relating to colours, days of the week, parts of the body, pets and toys in the toy shop, and can exchange greetings, ask and answer questions about themselves, and discuss the weather.

170. Good progress is made in reading skills in relation to pupils' age and ability. Pupils across the key stage are able to read labels on work displayed in classrooms and around the school. Year 1 pupils develop good skills in reading appropriate Big Book texts such as '*Y Meddyg*' in a group reading activity. They participate in a simple role play of doctor and patient at the surgery, and answer the question '*Beth sydd yn bod?*' with a range of sentences about common illnesses.

171. Older Y1 and Y2 pupils have a good vocabulary of action words. They read sentences about the activities of '*Mr. Blaidd*' confidently, and can ask and answer questions about them correctly, and with good pronunciation and intonation. They are well able to extend language patterns to answer questions about what they can do.

172. Pupils in Y2 are able to complete a variety of simple sentences about '*Mr. Blaidd*', using pictorial clues to choose the correct word. They can under-write complete sentences to match the activity pictures.

173. Pupils have a good repertoire of Welsh songs and hymns, and use ITC skills effectively to extend their vocabulary and sentence patterns.

Shortcomings

174. There are no important shortcomings.

Mathematics

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

Good features

175. Pupils make good progress in mathematics and achieve standards which correspond to their age and ability. They develop good numeracy and problem-solving skills.

176. Pupils in Y1 understand and use number bonds to five and 10 well. They count forwards and back in units and 10s, and use a number line and a hundred square with confidence. They continue a variety of number patterns, and are developing a sound grasp of place value. They identify odd and even numbers. They succeed in adding and subtracting units, and understand mathematical concepts such as more than, less than, and 'how much is left?'
177. In Y2, pupils use number bonds to 20 confidently and recognise three digit numbers. They repeat number patterns, adding one, two, three, four, five and 10 correctly, and add and subtract 10s and units. They know the two, five and 10 times table, and they understand the mathematical concept of doubling and halving. They divide 10s and units by two and by five, and show a good understanding of simple fractions such as halves and quarters.
178. Pupils in Y1 add and subtract coins up to 20 pence, and Y2 pupils are able to add the cost of several items correctly and discover how much change is left from 20 pence. They suggest coins which could be used for sums up to one pound, and they record pounds and pence correctly.
179. In key stage 1, pupils know well a range of two and three dimensional shapes, and Y2 pupils have an increasing understanding of their properties, such as faces, edges and vertices. Pupils across the key stage are developing a good awareness of simple symmetry. They make good progress in measuring and weighing skills, and by the end of Y2, pupils measure with non-standard measures such as blocks, and in metres and centimetres. They tell the time on an analogue clock in hours and half hours, and record time correctly in analogue and digital form.
180. Pupils across the key stage present information they have collected on favourite toys, favourite colours and 'our homes' in a variety of graphs which include pictographs, block and bar graphs. They succeed in interpreting the information correctly, and use information technology confidently to draw a block graph. They have a good understanding of Venn diagrams which they use when sorting information on a range of pets.

Shortcomings

181. Pupils' skills in investigative work are underdeveloped.

Design technology

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

Good features

182. At the beginning of the key stage, pupils carry out an investigation into structures in their environment. They draw their favourite buildings then plan their own and effectively experiment with construction apparatus to make structures.
183. Year 1 pupils confidently design structures on a computer or the interactive whiteboard and work well as a group to make large models of a church and a house for The Three Pigs.
184. Pupils put a great deal of thought into designing a vehicle for Teddy. They then make these from cardboard, add axles and wheels and finish them attractively. Pupils then thoughtfully evaluate their work, noting what they like about the finished product.

185. Pupils follow carefully a design brief to produce a playground game. They draw their designs in some detail then proceed to make and test them confidently. The finished products are attractive and practical and pupils readily state what they like about their games.
186. Prior to undertaking work on castles, Y2 pupils visit a famous Welsh fortress at Carreg Cennen. They then plan their castle designs carefully using a computer and skilfully make sturdy castles from cardboard which they finish to a good standard.
187. Year 2 pupils participate in a nationwide project during which they designed and made products to sell. They opted for flower arrangements and made attractive decorated containers for arrangements of daffodils which they sold in the St David's day concert.
188. Pupils design and make functional money boxes which they finish attractively. At the end of the process they state what they like about them.
189. Year 2 pupils carry out extensive investigations into toys and materials before designing and making glove puppets. They cut around the outlines of their hands and carefully glue the two sections before decorating them with original faces, for example of princesses or animals.
190. Pupils effectively and carefully practise using tools and equipment such as a saw, punch, drill and glue gun in readiness for making products from wood. They competently make a frame and strengthen the corners with triangles of card.

Shortcomings

191. There are no important shortcomings.

History

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

Good features

192. Pupils understand why castles were built and describe how the king and queen are safe within the castle walls, guarded by their soldiers. They describe castles in detail and visits to castles locally and further afield enhance their learning.
193. Pupils have a good understanding of the passage of time which is reinforced by a visit to the Museum of Welsh Life at St Ffagans. They describe the buildings in detail, noting the features which are different from modern houses. They note, for example, that the houses had small windows and were dark inside and that they were lit by candles.
194. Pupils understand that washing day in days gone by was very different from that of today. They state that whereas today we have washing machines and spin driers, in the past people used a dolly, a washboard and a mangle to wash and dry clothes. They describe fully the functions of each of these articles.
195. Pupils accurately compare their lives and that of a young pit girl who worked in the South Wales coalfield in early Victorian times. Their sense of chronology is reinforced when they interview their grandparents about their lives when they were six years old.

196. Older pupils have a good understanding of a family tree and accurately and enthusiastically sort family photographs according to age, deducing the relationship between each individual.

Shortcomings

197. There are no important shortcomings.

Art

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

Good features

198. Pupils in Y1 develop good printing skills, using objects such as cotton reels, sponges, cardboard shapes and small toys. They experiment with printing with hands and natural objects such as leaves and bark, and are learning how to appreciate shape, colour, pattern and texture. Year 2 pupils demonstrate good printing skills in producing monoprints of their favourite toys with paint, using string pictures on card.

199. Pupils across the key stage show a good understanding of line and shape in a range of pencil drawings from observation. Year 1 pupils are able to observe and record their drawings of a bike, and pupils in Y2 draw pencil portraits which show careful observation of the line and shape of facial features. Year 2 pupils demonstrate good observation and recording skills in painting an arrangement of their favourite toys. They develop an increasing awareness of colour, shape and pattern.

200. Year 2 pupils study the picture 'Dominoes' by Annora Spence, and draw their own pictures of figures absorbed in a board-game in the same style. They show a good understanding of line and colour as they experiment with paint, oil pastels, crayons and chalk, for the central figures and for the background.

201. Individual pictures of concentric rings painted by pupils in Y2 in the style of Kadinsky's 'Squares with Concentric Rings' show a confidence in experimenting with colour, shape and texture. Pupils succeed in creating a flamboyant montage of their pictures, which imitates the exuberance of the world famous artist's work.

202. Pupils across the key stage are developing a good understanding of colour, shape and texture in a wide range of collage and montage work, including Joseph and his multi-coloured coat, Elmer the Elephant and a map of Wales, experimenting with a good variety of papers, fabrics, ribbons, and decorative objects such as sequins and buttons. Year 2 pupils study a picture by Sally Greaves-Lord and extend their collage skills successfully in creating a collage in the same style.

203. Younger KS1 pupils show good cutting and sticking skills in making three dimensional rockets and robots from junk materials. They show a good understanding of shape and colour in the portraits they make from playdough, and of colour and pattern in their glittering decoration of clay vessels for Divali lights.

204. Pupils across the key stage use information technology software with increasing confidence to produce images from their own imagination.

Shortcomings

205. There are no important shortcomings.

School's response to the inspection

Members of staff and governors have considered the outcomes of the inspection and are delighted that the findings acknowledge that Ammanford Infant School has so many strengths.

We are pleased that the inspection team found that the standards achieved by the pupils are significantly above the Welsh Assembly Government's all-Wales targets and that the quality of teaching compares very well with the all-Wales averages published in Her Majesty's Chief Inspector's Annual Report for 2005-6.

We are very proud of our pupils and agree with the inspection team's findings that they display very good behaviour and are courteous at all times. We feel that their attitude towards their learning is a contributory factor to the high standards that the inspection team acknowledged.

It is our intention to address the recommendations listed in the report within the shortest possible time, in a continued attempt to achieve excellence.

We would like to thank the inspection team for their courteous manner throughout the process.

Appendix 1

Basic information about the school

Name of school	Ammanford Infants School
School type	Nursery and Primary
Age-range of pupils	3 – 7 years
Address of school	Walters Road Ammanford Carmarthenshire
Postcode	SA18 2NF
Telephone number	01269 592356

Headteacher	Mrs Meryl Davies
Date of appointment	Seconded 1 April 2005
Chair of governors	Cllr M H Evans
Registered inspector	Mr Robert Jones
Dates of inspection	21 – 23 January 2008

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	21	47	40	56	-	-	-	-	164

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	-	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.7:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	2.38:1
Average class size, excluding nursery and special classes	21.8
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	87.11	89.95	92.35
Summer 2007	65.11	86.74	91.00
Autumn 2007	89.03	88.92	91.77

Percentage of pupils entitled to free school meals	19%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007 National 2006			Number of pupils in Y2:					62
Percentage of pupils at each level								
			D	W	1	2	3	
Welsh	Teacher assessment	School	0	0	0	70	30	
		National	0	2	8	64	26	
We: oracy	Teacher assessment	School	0	0	0	70	30	
		National	0	7	52	26	15	
We: reading	Teacher assessment	School	0	0	0	70	30	
		National	0	2	16	60	22	
We: writing	Teacher assessment	School	0	0	0	70	30	
		National	0	2	19	66	13	
English	Teacher assessment	School	0	5	19	64	12	
		National	0	4	12	64	20	
En: reading	Teacher assessment	School	0	0	3	79	18	
		National	0	4	14	56	27	
En: writing	Teacher assessment	School	0	3	11	64	22	
		National	0	5	14	69	12	
En: speaking	Teacher assessment	School	0	3	11	79	7	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	14	68	18	
		National	0	2	10	64	24	
Science	Teacher assessment	School	0	0	16	69	15	
		National	0	2	8	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	84%	In Wales	81%

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

Appendix 4

Evidence base of the inspection

The inspection team comprised three inspectors who were present for a total of seven inspection days. During the inspection:

- pre-inspection meetings were held with the headteacher, teachers, parents and the governing body to discuss the life and work of the school;
- 67 questionnaires were completed by parents and thoroughly analysed;
- school policies and documents were examined;
- discussions were held with the headteacher and curriculum co-ordinators;
- 26 sessions or part-sessions of teaching were observed;
- pupils were heard reading and discussions were held with them about their work as part of the examination of standards in National Curriculum subjects;
- examples of the pupils' work were studied in each class;
- meetings were held with the school council;
- attendance registers, pupils' records and teachers' planning files were inspected;
- inspectors were present at all whole-school acts of collective worship;
- post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Robert H. Jones Registered Inspector	Context Summary and Recommendations Key Questions 1, 5, 6 and 7 English, design and technology, history
Mrs Rhiannon Harris Team Inspector	Key Questions 2, 3 and 4 Welsh second language, mathematics, art
Mrs Elizabeth Halls Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Meryl Davies	Nominee

Acknowledgement

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

Contractor: EPPC/Severn Crossing Ltd
Suite H, Britannic House
Llandarcy
Neath SA10 6JQ