

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

**Ammanford Junior School and Special Unit
High Street
Ammanford
Carmarthenshire
SA18 2NS**

School Number: 6692038

Date of Inspection: 22-24 May 2006

by

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- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Ammanford Junior School and Special Unit 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 Junior School and Special Unit took place between 22/05/06 and 24/05/06. An independent team of inspectors, led by Jeffrey Harries undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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 | Y 1 | Y 2 | Y 3 | Y 4 | Y 5 | Y 6 |
| Ages | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y 7 | Y 8 | Y 9 | Y 10 | Y 11 | Y 12 | Y 13 |
| Ages | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

The National Curriculum covers four key stages as follows:

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

| Contents | Page |
|--|-------------|
| Context | 1 |
| Summary | 2 |
| Recommendations | 6 |
| Standards | 7 |
| Key Question 1: How well do learners achieve? | 7 |
| The quality of education and training | 8 |
| Key Question 2: How effective are teaching, training and assessment? | 8 |
| Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? | 10 |
| Key Question 4: How well are learners cared for, guided and supported? | 12 |
| Leadership and management | 14 |
| Key Question 5: How effective are leadership and strategic management? | 14 |
| Key Question 6: How well do leaders and managers evaluate and improve quality and standards? | 15 |
| Key Question 7: How efficient are leaders and managers in using resources? | 16 |
| Standards achieved in subjects and areas of learning | 16 |
| Welsh first language | 16 |
| Welsh second language | 17 |
| Science | 18 |
| History | 19 |
| Music | 20 |
| Religious education | 21 |
| School's response to the inspection | 22 |
| Appendices | 23 |
| 1 Basic information about the school | 23 |
| 2 School data and indicators | 23 |
| 3 National Curriculum assessments results | 25 |
| 4 Evidence base of the inspection | 26 |
| 5 Composition and responsibilities of the inspection team | 27 |

Context

The nature of the provider

1. Ammanford Junior School and Special Unit is situated in the town centre of Ammanford and, since 1970, has been housed in a building previously used as a secondary school. The main school building consists of 11 teaching areas, a Special Educational Needs (SEN) classroom, library, computer suite and school hall, together with administrative offices and dining hall. The self-contained SEN unit is housed in a separate building. There are three small designated playgrounds and a very large grassed playing field. At the time of the inspection there were 249 pupils on roll in mainstream, aged seven to 11, and 28 pupils in the Special Unit, aged 3 to 18.
2. The school is a designated Category A/B school under the language policy of the Carmarthenshire local education authority (LEA) with mainstream pupils set linguistically. Three classes have Welsh as the main medium of instruction and eight classes taught through the medium of English, with Welsh taught as a second language. Pupils are also set according to ability when taught the core subjects.
3. The SEN Unit contains four classes. One class caters for pupils with profound and multiple learning difficulties; another two classes, one for key stage(KS)1 and KS2 pupils and the other for KS3 and KS4 pupils, cater for pupils with severe learning difficulties. The remaining class, which was opened in 1997, caters for pupils with autism. All of the pupils in the Special Unit have statements of SEN that include National Curriculum (NC) disapplications.
4. The school serves a socially and economically mixed area with 75% of the pupils drawn from a residential area neither prosperous nor economically disadvantaged and a further 25% from an economically disadvantaged area. During the last twenty years the heavy industries in the Amman Valley have been replaced by light industrial units. Recently, there has been an influx of pupils into the locality from abroad, two of whom are receiving support teaching in English as an additional language (EAL). The school identifies 98 pupils in mainstream as having SEN, of whom 12 are statemented. Around 17% of pupils are in receipt of free school meals, a figure similar to Carmarthenshire and all Wales.
5. Almost all pupils enter from the associated Infants School located in the town. Their levels of achievement on entry to the school vary but are generally average.

The school's priorities and targets

6. The general aims of the school are to:
 - stimulate the emotional and social development of all pupils in order that they will be able to maximise their potential;
 - create awareness of and the desire for the spiritual dimensions of life;
 - develop a strong sense of moral values and good social behaviour fostering an awareness of the needs of others; and
 - provide each pupil with a wide range of experiences in accordance with the NC.

7. The school's main priorities for 2005-2006 include:
- the systematic development of pupils' key skills;
 - raising standards in pupils' oral Welsh skills;
 - raising pupils' self-esteem and standards of behaviour;
 - improving communication between home and school;
 - further developing whole-school monitoring of standards of achievement;
 - improving communication between members of staff.
8. The school was last inspected in June 2000. At present, the school forms part of Carmarthenshire's modernising of educational provision programme with consideration being given to the amalgamation of Ammanford Junior, Infant and Nursery schools. The present headteacher is seconded to manage the infant and junior schools together with the special unit. A computer suite has been created. The school has attained the Basic Skills Quality Mark Award and the Eco School Bronze Award.

Summary

9. Ammanford Junior School and Special Unit provides a happy and caring environment. It has made significant recent improvement following the change in teaching and learning strategies. It is managed by a supportive governing body. Teachers and support staff work conscientiously to achieve the school's priorities and targets. The effective leadership of the seconded headteacher, the quality of teaching and the provision for pupils in the Special Unit are obvious strengths.

Table of grades awarded

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

Standards

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

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 15% | 64% | 21% | 0% | 0% |

11. Pupils with SEN make good progress and achieve the targets set for them.

Grades for standards in subjects inspected

12. In the subjects inspected, the standards of achievement are as follows:

| Subject | Key Stage 2 |
|-----------------------|--------------------|
| Welsh first language | 2 |
| Welsh second language | 3 |
| Science | 2 |
| History | 2 |
| Music | 2 |
| Religious education | 2 |

13. Pupils' standards and progress in the key skills of speaking and listening are good. They read accurately and make good use of their numeracy skills particularly in science. Standards in writing across the curriculum are good particularly in history, religious education and their recorded work in science. In mainstream classes, pupils' use of Information and Communication Technology (ICT) has good features which outweigh shortcomings. Although there are some good examples resulting from work on computers in the suite, there are no computers in classrooms for pupils to use ICT regularly across a range of subject areas. Pupils' bilingual skills are underdeveloped in classes where English is the main medium of instruction. Pupils work collaboratively in problem-solving, investigating and decision-making; their creative skills are developing appropriately.

14. In 2006, at the end of KS2, pupils' attainment according to teacher assessment in the NC core subjects of English and mathematics was slightly above local and national averages, below in science and well above in Welsh. When compared with all schools and similar schools across Wales, school performance is in the top 50% and below the best performing 25%. This reverses a significant downward trend from 2002 until 2005 when school performance was in the bottom 25% of schools in Wales. There are no significant differences in the performance of boys and girls.

15. Pupils' overall behaviour across the school is good; this has a positive effect on their learning. They are considerate and show respect and courtesy to each other, all staff and visitors to the school.

16. Attendance rates have good features which outweigh some shortcomings. Average attendance for the three terms prior to the inspection was 91.7% in both mainstream and SEN Unit. The school has no specific target to improve the current attendance rates. Registration procedures comply with statutory requirements.

The quality of education and training

17. The quality of teaching in the subjects and areas of learning inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 25% | 60% | 13% | 2% | 0% |

18. The percentage of grade 2 and grade 1 lessons is higher than during the previous inspection.
19. Teachers' relationships with pupils are good. They have high expectations and pupils' efforts and good work are praised. Overall, teachers have a very good subject knowledge in the majority of subjects with good use made of subject specialism in a range of subjects.
20. Short-term planning of lessons has a significant impact on the overall quality of the teaching. Objectives and the focus on key skills are very clearly shared with pupils at the beginning of lessons and very effectively discussed during plenary sessions. Teachers work closely with learning support assistants (LSAs) who, for the most part, are well deployed and support the learning effectively. They make good use of a range of resources.
21. Teachers focus effectively on the linguistic needs of pupils in the context of both languages in the Welsh language stream. In the English medium stream, while the focus is effective in relation to English, limited opportunities are provided to promote pupils' Welsh language skills outside specific Welsh lessons.
22. Assessment, recording and reporting procedures are good. Good use is made of a range of tests to identify pupils' strengths and areas for development in the core areas. Teachers keep good records of pupils' achievement with appropriate use made of them. Marking of pupils' work is very effective. Annual reports to parents conform to statutory requirements.
23. Overall, the school succeeds in meeting pupils' needs and generally provides equal access to a broad and balanced curriculum which for the most part meets legal and course requirements. However, some older pupils in mainstream do not sufficiently access aspects of the physical education programme of study and there is an insufficient focus on the promotion of oral skills in Welsh as a second language in some classes. Overlong science lessons do not ensure pupils with SEN remain on task for extended periods. Lack of computers in classes constrains the development of ICT skills across the curriculum.
24. A whole school policy and procedures for the promotion of key and basic skills across the curriculum have had a very positive impact on the development of literacy, numeracy and problem solving skills. The school offers a good range of extra-curricular activities which are generally well attended. Homework is regularly set and appropriately targeted.
25. Class and whole-school acts of collective worship make good contributions to pupils' moral and spiritual development. Good opportunities to work in pairs and groups contribute well to pupils' social development. Planning for the development of the '*Cwricwlwm Cymreig*' is good; pupils develop a good awareness of other cultures.
26. The focus on personal and social education (PSE) is developing well. Promoting pupils' awareness of sustainable development is in its early stages.
27. In mainstream, the school has an effective partnership with parents; partnership with parents in the SEN Unit is very good. Parents are supportive and receive regular correspondence from the school. There are strong links

- with the community and transition arrangements with the feeder infants and secondary school are very good.
28. The school effectively promotes equal opportunities. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities.
 29. Learners are well cared for, guided and supported. The merit system rewards and promotes pupils' positive contributions in application and attitude to learning and behaviour. Health and safety issues were discussed with the seconded headteacher and the governors.
 30. In mainstream, the provision for pupils with additional learning needs is good and meets the requirements of the code of practice. Pupils' needs are identified early and the school works positively to involve pupils and parents in their individual learning programmes (IEPs). One of the major strengths of the school is the provision for pupils within the Special Unit. Staff display high levels of understanding of the diverse needs of their pupils. They hold high expectations and pupils respond well in this supportive and caring environment.

Leadership and management

31. The quality of leadership shown by the seconded headteacher is very good. She has a clear vision for improving and developing the school. Since her recent appointment, she has instigated many new initiatives including developing new teaching and learning styles and development of key skills. These have impacted significantly in raising standards of achievement. The role of the senior management team has recently been enhanced, resulting in appropriate personnel having a more secure grasp of improvements in performance.
32. The governing body has a good understanding of its role and has been involved in setting the school's strategic direction. Governors are now more involved and informed about the work of the school through regular reports from the seconded headteacher. They are linked to curricular subjects and aspects, although this is at an early stage of development. The governing body has good oversight of the budget and fulfils its statutory requirements.
33. The school administration staff make an important contribution with day-to-day and financial arrangements managed effectively and efficiently.
34. Self-evaluation is well established under the new management structures of the school. Subject co-ordinators monitor and evaluate their areas of responsibility and share their findings with colleagues. Development planning is appropriately undertaken in the light of the school's needs. The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and weaknesses for improvement and is supported by a wide range of documentary evidence.
35. The school development plan (SDP) is a detailed document and is based on an appropriate analysis of a number of needs. It outlines a number of priorities and targets, specific objectives, actions to be taken, time scales, monitoring and evaluation procedures and financial obligations.

36. The school has made good progress since the last inspection in addressing some of the key issues identified in the previous report. However, self-evaluation procedures were not firmly in place until recently and standards of achievement were not maintained between 2002 and 2005, resulting in school performance in the bottom 25% of schools in Wales. A rigorous programme of monitoring and self-evaluation procedures together with new strategies in teaching and learning has resulted in an outstanding improvement during the past year.
37. The inspection team agrees with the school's recognition of its strengths and areas for improvement and with the judgements made by the school in five of the seven key questions.
38. The number of teachers in relation to the number of pupils on roll is very good. They are suitably qualified and trained for the age and subjects they teach. The school has invested well in learning support assistants who work effectively alongside teachers.
39. Resources are very good for the majority of subjects. They are efficiently used throughout the school. There is a designated computer suite, however, there are no computers in classrooms, thus limiting opportunities for pupils to utilise ICT across the curriculum.
40. The accommodation in mainstream is appropriate to meet the needs of the number of pupils on roll; classrooms are light and spacious and well kept. Staff in the Special Unit make very effective use of the accommodation, however, space is limited to ensure more privacy for pupils. Roofing joists are not strong enough to install a tracking hoist system to enable severely disabled pupils improved mobility.

Recommendations

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

- R1 raise standards in Welsh second language;
- R2 improve pupils' bilingual skills in English medium classes;
- R3 further develop pupils' ICT skills; and
- R4 address health and safety issues.

The school is addressing aspects of recommendation one in its current SDP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

41. The inspection team's findings do not agree with the judgement of grade 3 made by the school in its self-evaluation report. Standards of achievement were judged to be higher.

Pupils' standards of achievement

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 15% | 64% | 21% | 0% | 0% |

42. In KS2 in the subjects inspected, standards of achievement are graded as follows:

| Subject | Key Stage 2 |
|-----------------------|-------------|
| Welsh first language | 2 |
| Welsh second language | 3 |
| Science | 2 |
| History | 2 |
| Music | 2 |
| Religious education | 2 |

43. Pupils with SEN make good progress and achieve the targets set for them.
44. Pupils' speaking and listening skills are good. They listen carefully and speak clearly with good pronunciation and intonation, using a developing range of vocabulary. They read accurately and make good use of their numeracy skills particularly in science. Standards in writing across the curriculum are good particularly in history, religious education and their recorded work in science. In mainstream classes, pupils' use of ICT has good features which outweigh shortcomings. Although there are some good examples resulting from work on computers in the suite, there are no computers in classrooms for pupils to use ICT regularly across a range of subject areas. Pupils' bilingual skills have good features which outweigh shortcomings. Pupils in classes where English is the main medium of instruction display limited skills in dual literacy. Pupils work collaboratively in problem-solving, investigating and decision-making; their creative skills are developing appropriately.
45. In 2006, at the end of KS2, pupils' attainment according to teacher assessment in the NC core subjects of English and mathematics was slightly above local and national averages, below in science and well above in Welsh. When compared with all schools and similar schools across Wales, school performance is in the top 50% and below the best performing 25%. This reverses a significant downward trend from 2002 until 2005 when school performance was in the bottom 25% of schools in Wales. There are no significant differences in the performance of boys and girls.

46. Pupils' overall behaviour across the school is good; this has a positive effect on their learning. They are considerate and show respect and courtesy to each other, all staff and visitors to the school. Recent initiatives such as the merit reward scheme and split break times for Y3/Y4 and Y5/Y6 pupils have led to a significant improvement in pupils' behaviour during break times. No instances of oppressive or aggressive behaviour or bullying were observed during the inspection but the school has effective procedures in place should the need arise. Behaviour is monitored on a daily basis and annually during the whole-school end of year review. One pupil was temporarily excluded during the past year.
47. Attendance rates have good features which outweigh some shortcomings. Average attendance for the three terms prior to the inspection was 91.7% both in mainstream and in the SEN Unit. There is a comprehensive attendance policy in place with clear guidelines, however, the school has no specific target to improve the current attendance rates. There are effective monitoring procedures in place and a reward system to encourage pupils' regular attendance and punctuality; parents are aware of these procedures. Registration procedures comply with statutory requirements.
48. The school fosters an effective partnership with the community which enriches pupils' learning. Pupils visit a variety of places within the community and take part in local sporting and cultural events. Pupils visit and write to residents in a local residential home for the aged and also visit the majority of the local residential homes to entertain the residents at Christmas time. Pupils receive good opportunities to develop an understanding of their community and about the world of work through visits locally and further afield and the effective link with Careers Wales.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

49. The inspection team's findings agree with the judgement of the school in its self-evaluation report.
50. The quality of teaching in the subjects and areas of learning inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 25% | 60% | 13% | 2% | 0% |

51. The percentage of grade 2 and grade 1 lessons is higher than during the previous inspection.
52. Teachers work hard at creating a sensitive, caring atmosphere and relationships with pupils are good. They have high expectations and pupils' efforts and good work are praised. Consistent encouragement helps pupils' progress.
53. For the most part, teachers provide a stimulating environment with attractive displays of pupils' work which are conducive to good teaching and learning.

54. Overall teachers have a very good subject knowledge in the majority of subjects and keep abreast of developments in the field of primary education. Good use is made of subject specialism in a range of subjects.
55. During the current year, there has been a very strong focus on ensuring consistency in the planning, structure and organisation of lessons and this has had a significant impact on the overall quality of the teaching. Objectives and the focus on key skills are very clearly shared with pupils at the beginning of lessons, and for the most part, the extent to which they have been achieved is very effectively discussed during plenary sessions.
56. Teachers employ a good range of teaching strategies and focus effectively on differentiated activities which are well matched to pupils' needs and levels of development. Tasks, for the most part actively engage pupils in an effective manner.
57. Teachers work closely with LSAs, who for the most part, are well deployed and support the learning effectively. They make good use of a range of resources. The use they make of interactive white boards is very effective and this makes a significant contribution to the quality of many lessons.
58. Teachers focus effectively on the linguistic needs of pupils in the context of both languages in the Welsh language stream. In the English medium stream, while the focus is effective in relation to English, limited opportunities are provided to promote pupils' Welsh language skills outside specific Welsh lessons.
59. Lessons judged to have outstanding features include:
 - high levels of challenge for pupils;
 - imaginative approaches which effectively maintain pupil interest;
 - high quality pupil/teacher interaction;
 - very good grasp of subject knowledge;
 - well focused interventions to support pupils with their tasks; and
 - very good pace to lessons.
60. In lessons judged to be grade 3 or 4, shortcomings include:
 - insufficient focus on differentiated tasks to support the needs of all pupils;
 - use made of a limited range of teaching techniques;
 - inappropriate balance in terms of lesson focus;
 - less effective levels of pupil/teacher interaction; and
 - lessons developing at an inappropriate pace.
61. Assessment, recording and reporting procedures are good. There is a well focused, revised policy which is being used very effectively. Good use is made of a range of tests to identify pupil strengths and areas for development in the core areas. The evidence gained is analysed effectively and helps ensure that target setting procedures are more rigorous.
62. Teachers keep good records of pupils' achievements in the core areas. Appropriate use is made of pupils' records of achievement folders which contain the results of tests and examples of work which are levelled according to NC criteria. In the foundation subjects and religious education, cumulative

- and well focused assessment and recording procedures are being used effectively.
63. Assessment opportunities are clearly identified in short term planning and evidence gained from on-going assessment informs the next stage of planning.
64. The revised approach ensures that marking is consistent and relates very closely to lesson objectives. Teachers comments are clear, very well focused and very effective in identifying ways forward for pupils. Discussion with pupils helps develop their understanding of their strengths and areas for further development. Procedures for the involvement of pupils in their own target setting and evaluating the extent to which they are being met are beginning to develop effectively.
65. Annual reports to parents conform to statutory requirements. Overall, they contain well focused evaluative comments about pupils' achievements in the core subjects. They focus appropriately on pupils' achievements in foundation subjects and personal and social development and in the best examples targets for improvement are very clearly outlined. Parents have opportunities to discuss their child's work on three occasions during the year.

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

| |
|---|
| Grade 3: Good features outweigh shortcomings |
|---|

66. The inspection team's findings agree with the judgement of the school in its self-evaluation report.
67. Overall, the school succeeds in meeting pupils' needs and provides a broad and balanced curriculum which for the most part meets legal and course requirements. In general, setting procedures for subjects contribute to the promotion of relevant experiences for pupils including those with SEN. Some older pupils however do not sufficiently experience all aspects of the physical education programme while there is an insufficient focus on the promotion of oral skills in Welsh as a second language in some classes. Overlong science lessons do not ensure pupils with SEN remain on task for extended periods. Lack of computers in classes constrains the development of ICT skills across the curriculum.
68. Well focused and relatively recently revised policies and schemes of work help ensure in most areas, opportunities for appropriate progression in skills, knowledge and understanding. Teachers' planning ensures parity of learning experiences for pupils of the same age in separate year classes and good use is made of teachers' expertise in English, science, music and religious education in teaching classes.
69. Short-term planning is of a high quality and focuses well on learning objectives, activities and assessment opportunities. It provides a very effective framework for the development of lessons.
70. There is a whole-school policy and procedures for the promotion of key skills across the curriculum; this has had a very positive impact on the development of literacy, numeracy and problem solving skills. The school is focusing on

further developing opportunities to extend pupils creative skills in a number of subjects. Good opportunities are provided in some subjects for pupils to work in pairs and groups.

71. The school effectively promotes learners' bilingual skills in the Welsh-medium stream and at appropriate levels, pupils transfer appropriately from one language to another. Planning for the progressive development of bilingual skills in the English-medium stream is underdeveloped and pupils are given limited opportunities to use the Welsh language across the curriculum and in every-day situations. The school has begun to target this area for development.
72. Pupils' learning experiences are enhanced through the school's strong partnership with the community which enriches pupils' learning. Pupils visit a variety of places locally and take part in sporting and cultural events. Members of the community visit the school to share their experiences and expertise with pupils; this helps support pupils' learning. The curriculum is further enriched through visits by members of the police force and fire brigade, the nurse, and travelling and puppet theatres. The SEN Unit has a particularly strong partnership with the community and local businesses.
73. A good range of extra-curricular activities is offered which includes sporting activities, art, computer and French clubs; they are generally well attended. Homework is regularly set and appropriately targeted.
74. Class and whole-school acts of collective worship, which conform to statutory requirements, make good contributions to pupils' moral and spiritual development. There are good opportunities to focus on a range of moral issues and pupils are given appropriate opportunities for quiet reflection. Religious education lessons contribute well to these aspects of the curriculum. Good opportunities to work in pairs and groups contribute well to pupils' social development and pupils are given good opportunities to take responsibility through the school council and the buddy system, which helps promote good relationships between pupils.
75. Planning for *Y Cwricwlwm Cymreig* is good in a number of subjects and there are strategies in place to further raise its profile across the curriculum. Pupils are given good opportunities to develop a good awareness of other cultures and their characteristics, particularly in subjects such as religious education and geography.
76. The focus on PSE is developing well; there is a clear policy and an appropriate scheme of work in place. Circle time sessions are well focused and contribute well to the promotion of pupils' moral and social development. The focus on healthy living and eating is being well promoted.
77. In mainstream, the school is developing an effective partnership with parents. This aspect is very well developed in the SEN Unit. Parents are supportive and some, together with grandparents, listen to children read or to share their experiences or expertise with the pupils. Parents receive regular correspondence from the school; the school also holds a parents' evening each term along with presentation nights to raise awareness of teaching strategies and procedures. There is an appropriate home-school agreement. The school has a joint Parent Teacher Association (PTA) with the Infants

- school, it is a small but very active group who arrange fund raising events.
78. Links with local businesses are good; the school receives sponsorship from several local firms; the Town Council is also supportive of the school. Pupils have taken part in projects through Careers Wales. Pupils in the Unit have their own company which sells fruit to mainstream pupils at break times.
 79. The school has very good links with the local nursery and secondary schools and is in partnership with an initial teacher training college. The school also receives pupils on placement from a tertiary college.
 80. The school effectively promotes equal opportunities. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities; the school is also effective in challenging stereotyping.
 81. The promotion of pupils' awareness of sustainable development is at an early stage of development. It has achieved the bronze Eco-Schools award and a culture of recycling has been established.
 82. Pupils' awareness of global citizenship is raised through curricular activities. They are also active in fund raising in order to support two children whom they sponsor in Ethiopia and for local and national charities. The school is linked with Denmark and Latvia through the Comenius project.

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

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| Grade 2: Good features and no important shortcomings |
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83. The findings of the inspection team do not match the grade 3 judgement made by the school in the self-evaluation report. Inspectors judged the care, guidance and support for pupils to be good with no important shortcomings.
84. Learners are well cared for, guided and supported. The school records and monitors the performance of each pupil and clear records are kept that reflect progress. The head teacher, teachers and support staff know their pupils well; effort and endeavour are acknowledged and highlighted consistently. The merit system rewards and promotes pupils' positive contributions in application and attitude to learning and behaviour.
85. Good procedures are in place for working with parents and carers. This is particularly evident in the Special Unit where teachers work in close partnership to ensure consistent approaches and understanding. There are well established links with support agencies.
86. There is a detailed range of policies and procedures relating to the health, safety and welfare of pupils. The school and inspection team have identified several areas of concern for remediation to ensure the health and safety of pupils.
87. The school monitors punctuality, attendance and behaviour and is vigilant in identifying emerging trends. Log books are utilised to record incidents and accidents and counteract any form of bullying. A Buddy system is in place to engender a positive caring atmosphere.
88. The provision for pupils with additional learning needs is good and meets the requirements of the code of practice for Wales. Pupils with EAL make good

- progress. Pupils' needs are identified early and the school works positively to involve pupils and parents in their IEPs.
89. Class teachers plan and organise their teaching to set targets linked to need. Pupils also benefit from small group withdrawal support focussing on literacy and numeracy through the medium of English. Pupils enjoy these sessions and make good progress in their basic skills. There is no similar provision through the Welsh medium.
 90. A number of gifted and talented pupils have been identified through school screening procedures and these are provided with appropriate enrichment activities to reinforce and extend their learning.
 91. For the most part, the contribution of the teaching assistants is supportive to a small number of pupils. The school is currently evaluating the use of resources in order to strengthen and broaden their deployment to best effect.
 92. One of the major strengths of the school is the provision for pupils within the Special Unit. Each pupil has an IEP facilitated within the Unit, the aims and objectives of which are detailed to meet the specifics of the statement.
 93. All the staff within the Unit show high levels of understanding of the diverse needs of their pupils. They hold high expectations and pupils respond well in this supportive and caring environment. Teachers maintain attractive and informative evidence portfolios and the pupils' records of achievement reflect the breadth and balance of their curricular access.
 94. Pupils settle confidently into carefully structured class routines and make good progress in their personal and social skills. They benefit from a well differentiated curriculum which is carefully matched to their needs and enriched by much relevant practical work to enhance their understanding. A small group of 10 senior pupils participates effectively in a Young Enterprise Initiative.
 95. Standards of achievement are good within the Special Unit and in line with pupils' age and ability. Pupils persevere well with their learning and respond positively to the many opportunities to practise skills and reinforce learning in different ways. The recent introduction of interactive white boards has further enriched their learning experiences. All pupils benefit from purposeful links with both the mainstream school and the local community. Many pupils access and enjoy regular occasions to integrate into their own local mainstream school with appropriate levels of support.
 96. Very effective teamwork in all classes promotes interaction, communication and progress; this is an outstanding feature of the Special Unit. There is a tangible rapport between all staff and pupils, which adds significantly to pupils' development.
 97. Pupils are friendly and courteous; relationships throughout the school are good. The school has policies in place that promote equal opportunities, racial equality and diversity. Pupils are encouraged to develop interest in how others live, both home and abroad, and to respect difference.
 98. The school has arrangements in place to ensure that pupils with disabilities are included in the life of the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

99. The inspection team's findings match the judgement of the school in its self-evaluation report.
100. The quality of leadership shown by the seconded headteacher is very good. She has a clear vision for improving and developing the school. Since her recent appointment, she has instigated many new initiatives including developing new teaching and learning styles and development of key skills. These have impacted significantly in raising standards of achievement. The school ethos supports a good quality of life reflected in the confidence, trust and mutual co-operation between staff, pupils, governors, parents and wider community.
101. While the seconded headteacher undertakes her duties at the infants school, the deputy headteacher has overall control of the school. He undertakes his duties conscientiously, however, his role in evaluating standards of achievement is less well developed.
102. The school takes account of national priorities, for example, providing wrap around care and developing pupils' awareness and understanding of sustainable development. The development of the school council is helping pupils to contribute and influence directly the decisions that affect them and contributes to their understanding of citizenship.
103. The recent evaluation of performance data has resulted in appropriate whole-school quantitative targets being set.
104. The role of the senior management team has recently been enhanced under the leadership of the seconded headteacher, resulting in appropriate personnel having a more secure grasp of improvements in performance.
105. Self-evaluation is well established under the new management structures of the school. Subject co-ordinators monitor and evaluate their areas of responsibility and share their findings with colleagues. Development planning is appropriately undertaken in the light of the school's needs.
106. The effective staff appraisal system promotes teachers' continuous professional development and helps to improve the quality of the provision. The school is beginning to equip staff with the necessary management skills to play a key role following amalgamation.
107. The governing body has a good understanding of its role and has been involved in setting the school's strategic direction. Governors are now more involved and informed about the work of the school through regular reports from the seconded headteacher. They are linked to curricular subjects and aspects, although this is at an early stage of development.
108. Governors make good use of the information they receive to carefully inform their discussions and arrive at considered decisions. The governing body has good oversight of the budget and fulfils its statutory requirements. It

endeavours to ensure value for money.

109. The school administration staff make an important contribution with day-to-day and financial arrangements managed effectively and efficiently.

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

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| Grade 2: Good features and no important shortcomings |
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110. The inspection team's findings match the judgement of the school in its self-evaluation report.
111. The headteacher, governors and staff are committed to maintaining and further improving standards of achievement. Since her appointment, the seconded headteacher has undertaken a comprehensive evaluation of all aspects of the school's work. All members of staff are now involved in the self-evaluation process, with the views of governors, parents and pupils taken into account.
112. Through sub-committees and the headteacher's report, governors play an increasingly active part in monitoring the quality of the provision and have a developing understanding of the school's strengths and priorities to be implemented through the SDP.
113. The role of curriculum co-ordinators in monitoring and evaluating standards of achievement is good. They have a good overview of the education provided. They sample pupils' work, evaluate their areas of responsibility, visit classes to monitor lessons and undertake an audit of the provision. Co-ordinators share evaluation outcomes at staff meetings with findings linked to the SDP.
114. The SDP is a detailed document and is based on an appropriate analysis of a number of needs. It outlines a number of priorities and targets, specific objectives, actions to be taken, time scales, monitoring and evaluation procedures and financial obligations.
115. The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and weaknesses for improvement and is supported by a wide range of documentary evidence.
116. The school has made good progress since the last inspection in addressing most of the key issues identified in the report. However, self-evaluation procedures were not firmly in place until recently and standards of achievement were not maintained between 2002 and 2005, resulting in school performance in the bottom 25% of schools in Wales. A rigorous programme of monitoring and self-evaluation procedures together with new strategies in teaching and learning has resulted in an outstanding improvement during the past year.
117. The inspection team agrees with the school's recognition of its strengths and areas for improvement and with the judgements made by the school in five of the seven key questions.

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

Grade 2: Good features and no important shortcomings

118. The inspection team's findings match the judgement of the school in its self-evaluation report.
119. The number of teachers in relation to the number of pupils on roll is very good. They represent a good balance of youth, experience and curriculum expertise and are suitably qualified and trained for the age and subjects they teach. The school has invested well in classroom assistants who, for the most part, work effectively alongside teachers.
120. Planning, preparation and assessment (PPA) time is appropriately organised and involves, in the main, a support teacher utilising his expertise in music in mainstream classes.
121. The school is well resourced for the majority of subjects and are well-utilised throughout the school. There is a designated computer suite and a new library is very neatly maintained with an efficient colour-coding system. In addition, the school has invested well in interactive white boards. There are however no computers in classrooms and this limits opportunities to include ICT experiences during lessons.
122. The accommodation in mainstream is appropriate to meet the needs of the number of pupils on roll; classrooms are light and spacious and well kept. Mainstream classrooms have recently been redecorated and new window blinds fitted; pupils say it is now much more conducive to learning.
123. Staff in the Special Unit make very effective use of the accommodation, however, it is limited to ensure more privacy for pupils. Roofing joists are not strong enough to install a tracking hoist system to enable severely disabled pupils improved mobility.
124. Resources are effectively matched to the school's priorities and the governing body has suitable regard for the principles of best value and monitors the impact of spending decisions.

Standards achieved in subjects and areas of learning

Welsh first language

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

Good features

125. Pupils listen and respond well to closed and open-ended questions. The vast majority speak with expression and perform well before an audience, adapting their speaking style for different situations. They consider the accuracy of their language when speaking and generally avoid unnecessary use of English words and phrases. Older pupils effectively role-play a presentation from their prepared script, for children of reception age.
126. The reading skills of the majority of pupils are developing well. In class, they

read a good range including the work of modern day authors. They obtain information effectively from different sources, including reference books.

127. Pupils produce a good range of written work to a range of audiences, including stories, dialogues, diaries and letters. They are aware that using compact verbs, idioms and similes improves their written work; abler pupils use these consistently to offer colour and expression to their writing. They compose poems well using appropriate adjectives.
128. By the end of the key stage, pupils write correctly with attention to aspects of grammar, in order to promote accuracy. Handwriting skills are good overall.

Shortcomings

129. There are no significant shortcomings, however, pupils' skills in using ICT to draft and redraft their work are underdeveloped and do not consistently use dictionaries to check spellings.

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| Welsh second language |
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Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

130. Across the school, pupils listen well and develop appropriate levels of understanding. Most appropriately use the language patterns under current focus to answer questions, and at times to engage in basic conversations. A minority of pupils demonstrate a firmer grasp of language patterns and more confidence in using them when working in pairs and groups. Pupils' pronunciation is generally good.
131. The majority of pupils in Year 3 (Y3) demonstrate an appropriate understanding of a class story when answering focused questions. They have a sound grasp of the months of the year which they use in answering questions relating to their birthdays. Most have a good grasp of vocabulary relating to colours and numbers.
132. Most pupils in a Y4 class use given patterns effectively and demonstrate a good recall of features relating to a story which they read as a class. They demonstrate good skills in asking and answering questions about food and drink and a significant minority use the past tense well.
133. In work relating to holidays, most Y5 pupils have a sound grasp of days and months and make appropriately oral observations about the topic. Their use of the third person within a given context is generally accurate.
134. Pupils in a Y6 class make good use of opportunities to work in pairs and groups to develop their conversational skills when discussing proposed holidays. The conversational skills of a significant minority are good.
135. Across the key stage, the majority of pupils make steady progress in reading as they focus on their own written work, given texts and class reading books; they develop an appropriate understanding of what they read. A minority make good progress in their independent reading.
136. The majority of pupils across KS2 make appropriate progress in their writing

skills. At the lower end the majority use given formats to write a range of sentences, short paragraphs and simple dialogues using given patterns including those relating to likes and dislikes and clothes they wear at different times of the year. A number of pupils in a Y4 class produce good examples of descriptive writing about Spring and focus well on producing short dialogues and letters. Using familiar patterns, older pupils write more extended pieces of writing particularly when focusing on dialogues. By the end of the key stage, a significant minority of pupils demonstrate more effective skills in their independent writing.

137. Across the key stage pupils display good skills in using given patterns to gather information and to present their findings in graphic form.

Shortcomings

138. The skills of the significant majority of pupils in using familiar language patterns and vocabulary, to make more extended oral contributions are underdeveloped.
139. The use most pupils make of the language outside formal Welsh lessons is limited.
140. Across the key stage, a significant minority of pupils demonstrate an insecure grasp of the language patterns which they encounter.
141. The independent reading skills of a significant minority of pupils are limited.

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

Good features

142. Pupils' scientific investigative skills are developing well throughout the school. Pupils enquire, research and draw accurate conclusions following their experimentation. All pupils work collaboratively and have a good understanding of how a fair test is carried out.
143. Pupils turn ideas suggested to them into a form that can be investigated. They plan experiments effectively in groups and carry out their plans, following instructions to control the risk to themselves.
144. Throughout the school, pupils use relevant scientific vocabulary when reporting their work in speech and writing.
145. In Y3, in their study of green plants as organisms, pupils recognise the structure of a plant and match the functions of the leaves, root, fruit, flower and stem to the correct parts. They know the conditions needed to ensure healthy growth. In their study of materials, pupils develop a good understanding when exploring those that can be reversed and those that cannot.
146. In Y4, in their study of physical processes, pupils have good knowledge and understanding of the behaviour of forces. In their experimentation with magnets, pupils measure their pull through various materials and record their findings appropriately.

147. In their study of forces and motion, Y5 pupils have a good knowledge and understanding of friction. In their experimentation on ramp gradients and distances travelled by model cars, pupils apply their mathematical skills appropriately when measuring their results with developing accuracy.
148. Y6 pupils very effectively use their knowledge and understanding of the context, to identify the appropriate kind of enquiry, when setting up and planning their experiments on forces. They make a series of measurements with developing precision. They repeat observations and measurements and offer simple explanations for any differences they encounter. They present results in written form using appropriate labelled drawings.

Shortcomings

149. There are no significant shortcomings, however, pupils' skills in recording their findings using ICT are underdeveloped.

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

Good features

150. All pupils develop a good historical vocabulary. They have a good understanding of how things change over time. Pupils answer questions confidently about life beyond living memory.
151. Throughout the key stage, pupils have a developing sense of chronology; they sequence events with developing confidence and begin to use common words and phrases relating to the passing of time. Older pupils make good use of conventions which describe the passing of time and use appropriate vocabulary when discussing and recalling a range of topics.
152. Younger pupils communicate their findings through good quality accounts, making good use of their writing skills. Older pupils present results with increasing independence in a wide variety of ways. They write extendedly on a range of topics particularly evident in their good quality history projects.
153. Pupils' historical enquiry skills are good and an outstanding feature at the end of the key stage. They use a range of sources with very effective use of a very good range of artefacts to investigate historical topics.
154. Year 3 pupils have a good knowledge and understanding of life in Roman times. They compare and contrast differences between Roman schools and those of today; they record and classify a range of artefacts.
155. Year 4 pupils have a good understanding and knowledge of life in Tudor times. They have good recall of the Tudor monarchs and discuss in depth the life of rich and poor people. They use their creative skills effectively to design a Tudor table carpet.
156. In Y5, pupils have a good knowledge and understanding of life in Victorian times. Pupils effectively role-play life in a Victorian school and have a good recall of their experiences. They enquire and investigate aspects by undertaking a careful study of a very good range of artefacts.

157. End of key stage pupils develop a good range and depth of historical knowledge and understanding of life during the Second World War. They identify the causes and consequences of a good range of events. They select, recall and organise historical information, using good vocabulary. Pupils present results with increasing independence, including oral and role play activities and extended writing.
158. Pupils demonstrate that visits to places of historical interest, the use of visiting speakers and good quality displays enrich their understanding and interpretation of history.

Shortcomings

159. There are no significant shortcomings.

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

Good features

160. The quality of singing is generally good. This is particularly striking in the Special Unit where pupils sing with obvious enjoyment and enthusiasm.
161. Pupils identify a wide range of instruments. They use and control their percussion instruments well showing a good knowledge of the qualities of different instruments and the sounds they can produce. Younger pupils in the Special Unit have constructed their own instruments to investigate pitch and timbre.
162. Pupils create and refine compositions using simple notation, selecting and organising sounds to produce mood and atmosphere. They demonstrate good understanding of rhythm, pace and dynamics. Older pupils further develop their composition skills using ICT very effectively.
163. Pupils record and evaluate their performances and are becoming more confident in making distinctions within the musical elements.
164. Pupils listen to a wide range of music from other traditions and cultures beyond Wales, as well as developing insight and appreciation into the rich seams of Welsh music. All pupils gain great awareness and enjoyment from visiting music workshops.
165. Pupils' active participation shows that they gain confidence and raise self-esteem through performing in the community. They sing in homes for the elderly, participate in Urdd Eisteddfodau and join with the local comprehensive school, to present a concert. Standards in performing are good.
166. A considerable number of pupils receive weekly lessons from the peripatetic music service; the vast majority make steady progress on a range of instruments. Many make good use of their skills and abilities to enhance musical understanding and awareness.

Shortcomings

167. There are no significant shortcomings.

Religious education

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

Good features

168. Pupils across the key stage develop a good grasp of a range of Bible stories and are able to draw out moral messages relating to a number of them. Older pupils, for example, focus well on the story of the Good Samaritan in this context.
169. Year 3 and Y4 pupils develop a good awareness of the Creation story in Genesis and focus well on the changing seasons as part of God's creation. They focus well on the concept of celebration in religion. They compare the celebration of harvest in Christianity and Judaism and have written their own harvest poems. They have a good understanding of the Christian baptism service and of artefacts relating to the ceremony. Their understanding of other faiths is enhanced as they focus on features relating to the birth of a child in Sikhism.
170. Pupils in lower KS2 have a good understanding of how Christians prepare for the celebration of Jesus' birth and make good use of a timeline to enhance their knowledge of events surrounding holy week.
171. Pupils in Y3 and Y4 make very good use of the story of Mary Jones to explore feelings and emotions and to enhance their understanding of the importance of the Bible to Christians. They communicate their knowledge effectively in a variety of ways.
172. Pupils in a Y4 class make good use of artefacts to develop a very good knowledge and understanding of a range of features relating to Judaism; they focus particularly well on the Torah. A significant number demonstrate a good knowledge of characters from the Old Testament.
173. Pupils in the upper part of the school draw comparisons between the creation story in the Bible and a Chinese creation story. They focus well on the importance of caring for the natural world and explore Muslim teaching on this subject.
174. Year 5 and Y6 pupils, have a good understanding of the Bible as a library of books and develop a good awareness of the differences between the Old and New Testaments. They have a good awareness of the guidance it gives for everyday life. They demonstrate a good understanding of the respect which Muslims have for the Qu'ran.
175. They make good use of opportunities provided by a model of a mobile Mosque to enhance their knowledge and understanding of a wide range of features relating to Islam. They focus well on the importance of charity in the Muslim faith.
176. Older pupils develop a good grasp of the key features of the Easter story and some draw out the links between the events of the Last Supper and the celebration of holy communion.

Shortcomings

177. There are no significant shortcomings.

School's response to the inspection

We would like to thank the inspection team for its report and the courteous manner in which the inspection was conducted.

We are very pleased that so many good features have been recognised. We are proud of the pupils' achievement as well as their personal and social development, and delighted that the inspectors have recognised the quality of our approach to learning for pupils with special educational needs.

As a governing body we feel that the school is extremely fortunate in having the services of the seconded headteacher. She is extremely energetic, enthusiastic and a person of great vision. Her depth of knowledge appertaining to all aspects of education has meant that she has led and managed the school efficiently and effectively during the past year. This has made a tremendous difference to standards of achievement at our school.

The staff continue to work diligently and their efforts have resulted in the school attaining a high level of success in both the quality of teaching and learning.

The SDP will be amended to include the recommendations outlined in the report and staff and governors will implement an appropriate action plan and monitor progress during the forthcoming year.

We will conscientiously continue our good work for the benefit of every pupil and look forward to continued parental support and co-operation.

Appendix 1

Basic information about the school

| | |
|---------------------|---|
| Name of school | Ammanford Junior and Special Unit |
| School type | Community |
| Age-range of pupils | Mainstream 7-11; Special Unit 3-18 |
| Address of school | High Street Ammanford Carmarthenshire |
| Postcode | SA18 2NS |
| Telephone number | 01269 592481 |

| | |
|--|--------------------|
| Seconded headteacher | Mrs Meryl Davies |
| Date of appointment | April 2005 |
| Chair of governors/ Appropriate authority | Mr Maldwyn Morgan |
| Registered inspector | Mr Jeffrey Harries |
| Dates of inspection | 22-24 May 2006 |

Appendix 2

School data and indicators - Mainstream

| Number of pupils in each year group | | | | | | | | | |
|-------------------------------------|------------|---|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | | | | | 58 | 65 | 69 | 57 | 249 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 15 | 1 | 15.1 |

| Staffing information | |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 18:1 |
| Pupil: adult (fte) ratio in nursery classes | N/A |
| Pupil: adult (fte) ratio in special classes | 1.2:1 |
| Average class size, excluding nursery and special classes | 22.5 |
| Teacher (fte): class ratio | 1.36:1 |

| Percentage attendance for three complete terms prior to inspection | |
|--|-------|
| Term | KS2 |
| Spring 2006 | 89.7% |
| Autumn 2005 | 92.8% |
| Summer 2005 | 92.7% |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 17% |
| Number of pupils excluded during 12 months prior to inspection | 0 |

School data and indicators – Special Unit

| Number of pupils in each year group | | | | | | | | | |
|-------------------------------------|---------|---|----|----|----|----|----|-----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6+ | Total |
| Number of pupils | 0 | 2 | 3 | 1 | 1 | 2 | 1 | 18 | 28 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 4 | 0 | 4 |

| Staffing information | |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | N/A |
| Pupil: adult (fte) ratio in nursery classes | N/A |
| Pupil: adult (fte) ratio in special classes | 0.82:1 |
| Average class size, excluding nursery and special classes | N/A |
| Teacher (fte): class ratio | 1:1 |

| Percentage attendance for three complete terms prior to inspection | |
|--|-------|
| Term | Unit |
| Spring 2006 | 91.7% |
| Autumn 2005 | 91.3% |
| Summer 2005 | 93.0% |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 28% |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix 3

National Curriculum Assessment Results End of Key Stage 2:

| National Curriculum Assessment KS2 Results 2006 | | | Number of pupils in Y6 | | | | | 66 | | | | |
|---|--------------------|----------|------------------------|---|---|---|---|----|----|----|----|--|
| Percentage of pupils at each level | | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 | |
| English | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 2 | 16 | 45 | 37 | |
| | | National | 1 | 1 | 0 | 1 | 1 | 5 | 16 | 46 | 30 | |
| Welsh | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 36 | 55 | |
| | | National | 1 | 0 | 1 | 0 | 1 | 3 | 17 | 49 | 28 | |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 5 | 13 | 46 | 36 | |
| | | National | 1 | 1 | 0 | 0 | 1 | 3 | 17 | 46 | 31 | |
| Science | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 2 | 13 | 35 | 50 | |
| | | National | 1 | 1 | 0 | 0 | 0 | 1 | 8 | 50 | 39 | |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) | | | |
|---|-------|----------|-------|
| By Teacher Assessment | | | |
| In the school | 84.8% | In Wales | 71.9% |

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

Appendix 4

Evidence base of the inspection

The school was inspected by a team of four inspectors who spent a total of 10 inspection days at the school.

Before the inspection:

- meetings were held with the seconded headteacher, staff, the governing body and 12 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 56 questionnaires that were returned were analysed and the inspection team considered the results; 86% of the responses were positive; and
- school documentation was scrutinised.

During the inspection:

- evidence was collected based on inspecting classes in a total of 51 lessons or sessions across the age ranges;
- there were other observations including collective worship services, registration, play time and lunch time;

- discussions were held with pupils on aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils reading;
- pupils' work from each year group was scrutinised by inspectors, in addition to work in the classroom and on display around the school; and
- post-inspection meetings were held with the seconded headteacher, the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|--|---|
| Mr Jeffrey Harries Registered Inspector | Context Summary and recommendations Key questions 1, 5 and 6 Welsh Science History |
| Mr Brinley W Jones Team Inspector | Key questions 2, 3 and 7 Welsh second language Religious education |
| Mrs Margaret C Barrell Team Inspector | Key question 4 Music |
| Mrs Janice Davies Lay Inspector | Contributions to key questions 1, 2, 3, 4 and 5 |
| Mrs Meryl Davies Seconded headteacher | Nominee |

Acknowledgement

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

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