

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

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

**Betws C.P. School  
Betws Road, Ammanford  
SA18 2HE**

**School Number: 6692043**

**Dates of Inspection: 08/05/07**

**by**

**Edward Goronwy Morris  
78283**

**Date of Publication: 11/07/2007**

**Under Estyn contract number: 1121506**

**© Queens Printer and Controller of HMSO 2007: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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

The inspection of Betws C.P. School took place between 08/05/07 and 10/05/07. An independent team of inspectors, led by Edward Goronwy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** 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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	4
<b>Summary</b>	5
<b>Recommendations</b>	10
<b>Standards</b>	
Key Question 1: How well do learners achieve?	11
<b>The quality of education and training</b>	
Key Question 2: How effective are teaching, training and assessment?	14
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	17
<b>Leadership and management</b>	
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
<b>Standards achieved in subjects and areas of learning</b>	23
Under 5s	23
Welsh first language	25
English	26
Mathematics	27
Science	28
Information technology	29
Design technology	30
History	31
Geography	31
Art	32
Music	33
Physical education	33
Religious education	34
<b>School's response to the inspection</b>	35
<b>Appendices</b>	36
1 Basic information about the school	36
2 School data and indicators	37
3 National Curriculum assessments results	37
4 Evidence base of the inspection	38
5 Composition and responsibilities of the inspection team	39

## Context

### The nature of the provider

1. Betws Primary School is located in the village of Betws on the south-western outskirts of Ammanford in Carmarthenshire. The local education authority (LEA) has designated the school a category A school. Consequently, the main medium of education and training in the early years and in Key Stage 1 (KS1) is Welsh, whilst in Key Stage 2, teaching is undertaken through the medium of Welsh and English.
2. Pupils between four and 11 years of age attend the school and most of them come from the immediate locality with a small proportion coming from Ammanford and the surrounding rural area. The residential area is described as one which is underprivileged and which suffers social deprivation. 26% of pupils are registered as being entitled to free school meals. This is higher than the LEA average of 18.3% and the all-Wales percentage of 18.8%. The home language of over 90% of pupils is English. The school's baseline assessment results indicate that several of the children are of average ability or below when they start school.
3. At present, there are 77 pupils on roll from reception age to year 6. 37 pupils have been identified as having Special Educational Needs (SEN) including five on School Action Plus and two pupils who have a statement of SEN. No pupils at the school receive teaching assistance in English as an additional language.
4. The school has five full-time teachers including the headteacher. The headteacher was appointed in September 2004. The school gained the Basic Skills Quality Mark in 2006. The school was last inspected in 2001.

### The school's priorities and targets

5. The school has aims and objectives which encompass all the work of the school. The School Development Plan (SDP) includes long and short term priorities. The school also sets targets in relation to pupils' standards of attainment at the end of KS1 and KS2.
6. In the current school year, priority is being given to:
  1. improve literacy skills further (in both languages) and pupils' numeracy;
  2. continuing to improve pupils' thinking skills throughout the school.

## Summary

7. Ysgol Betws is a happy and caring community which offers pupils effective help and support. Pupils benefit from valuable experiences and the staff's dedication and conscientious work. As a result, the school has secured a significant increase in pupils' attainments since the last inspection.
8. The inspection team's findings correspond to the school's judgement in its self-evaluation report in five out of the seven key questions, but it has raised one grade and lowered another one.

### Table of grades awarded

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	75%	25%	0%	0%

10. Standards of achievement in lessons are higher than Welsh Assembly Government (WAG) all-Wales targets in 2007, namely 98% of standards to be satisfactory (Grade 3) and 65% good or better (Grade 2).
11. The general quality of the educational provision for under-fives is appropriate to their needs, and the children are making good progress towards the Desirable Outcomes for Children's Education.

### Subjects and/or areas of learning for under-fives

Teaching Area	Reception
Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 3
Creative development	Grade 2

**In Key Stage 1 (KS1) and Key Stage 2 (KS2) in the subjects inspected standards of achievement are as follows:**

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Grade 3	Grade 3
English	Not applicable	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 3	Grade 3
Design technology	Grade 2	Grade 3
Geography	Grade 3	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

12. The majority of pupils, whatever their age, sex, ability or ethnicity, make appropriate progress in acquiring skills, knowledge and understanding, and they achieve agreed targets and aims. Pupils with SEN make good progress in line with their ability.
13. Good features outweigh shortcomings in the under-fives' key skills of listening, speaking, reading and writing. They make good progress in using their early mathematical and ICT skills. Children's personal and social development shows good progress.
14. In both key stages, good features outweigh shortcomings with regard to pupils' standards and progress in key skills. In both key stages, pupils listen well. Although some younger pupils' oral language is developing appropriately, a significant number of pupils across the school lack confidence when expressing themselves in Welsh. Most pupils read in line with their age and ability. However, only a minority in Key Stage 2 reads confidently in Welsh. They make appropriate use of their English literacy skills across the curriculum. Pupils do not make sufficient use of their numeracy and information and communications technology skills. Pupils' creative skills are good.
15. Good features outweigh shortcomings in the development of pupils' bilingual competence. Although KS1 pupils display good progress, in KS2, the ability of a goodly number of pupils to communicate effectively in Welsh is limited.
16. At the end of KS1 in 2006, seven-year-old pupils' attainments in the core subjects of the National Curriculum (NC) by teacher assessment was lower than national and local authority averages. When these results are benchmarked against similar schools, namely those with more than 16 per cent and less than 24 per cent of pupils entitled to free meals, the Core Subject Indicator (CSI) is lower than the top 50.
17. At the end of KS2 in 2006, pupils' attainment in NC core subjects was lower than national averages. Although results in English and science compare favourably with similar schools, the CSI is lower than the median. However, the

school is confident that the results reflect good progress, considering the pupils' previous attainments.

18. When data is considered over time, the results of NC assessments in KS2 indicate progress in every subject. The difference between boys' and girls' performance reflects the national pattern.
19. The behaviour of the majority of pupils is good. They are lively and full of enthusiasm.
20. During the three terms before the inspection, the average attendance was 93%. This is lower than similar schools. Although it is acknowledged that this represents an improvement over the previous year, there is room for improvement. Most of the pupils arrive at school to time but a small number is constantly late.
21. Pupils' personal, social and learning skills are developing well. However, their skills in solving problems and making decisions for themselves are insufficiently developed.
22. The children display respect towards a diversity of creeds and other cultural traditions, and an appropriate awareness of equal opportunities and fairness issues. Pupils display an increasing awareness of environmental matters, their community, and of the world of work.

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

**In the lessons observed, the quality of teaching was adjudged to be as follows:**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	74%	19%	0%	0%

23. This compares well with the national pattern which was reported by Her Majesty's Chief Inspector in her annual report for 2005 to 2006. Nationally, the quality of teaching is good in 79% of lessons with outstanding features in 17% of lessons.
24. Teachers have established a good relationship with pupils based on respect and the constant and purposeful use of encouragement and praise.
25. In the lessons adjudged to be outstanding, energetic and lively presentations, clear directions, good time management, opportunities for more independent learning and very good questioning skills which promote pupils' ability to communicate, were seen.
26. Good teaching was observed in every class, and an orderly and positive atmosphere where teachers care for their pupils, support them and provide equal opportunities for every pupil. In these lessons, there is evidence of meticulous preparation and good planning, an appropriate emphasis on

correcting, improving and developing pupils' language, together with good use of the whiteboard.

27. In the few lessons where shortcomings were noted, opportunities are missed to improve and develop pupils' oral language, and there is a lack of opportunities for pupils to question and work independently.
28. The quality of assessment complies with statutory requirements for assessment and reporting on the National Curriculum (NC), and it is used effectively to plan and improve learning. At present, the self-evaluation element has not been developed sufficiently. The school complies fully with the statutory requirements with regard to reporting back to parents and other agencies.
29. The school provides equal access to education for every pupil by means of a broad and balanced curriculum which meets statutory requirements. The school has worked hard to update its policies and schemes of work to ensure progression and continuity in pupils' knowledge and understanding.
30. There are appropriate schemes in place for developing key skills, however there is room for improvement in this area. The school has succeeded in creating a Welsh ethos, but opportunities to promote pupils' bilingualism are missed. Pupils are given few opportunities to take responsibility for their own development.
31. Pupils receive a good range of extra-curricular experiences and the curriculum is enriched by a variety of external visits.
32. Good provision is made for promoting pupils' spiritual, moral, social and cultural development, including good opportunities to develop an awareness of and respect for other creeds and cultures.
33. On the whole, the school has good relationships with its parents, and the headteacher and all the members of staff are willing to discuss any problems that arise. There are good links with the secondary school and other partners.
34. Education for sustainable development, the community and the world of work, is developing well.
35. The quality of the support and guidance offered to learners is good. Due consideration is given to healthy eating.
36. The school constantly monitors pupils' attendance and punctuality. However, the school does not work sufficiently with parents in order to encourage the few pupils who are constantly late to arrive in time.
37. Constant attention is paid to matters appertaining to pupils' safety and healthy development, with a wide range of management policies associated with the Personal and Social Education programme.

38. The quality of provision for children with special needs (SEN) is caring and good. The support offered by teachers enables pupils to take full advantage of the school's life and work. The school makes effective use of specialist pupil support services as and when needed.
39. There are appropriate policies and procedures in place to respond to any instance of bad behaviour, and records are kept of any incidents.
40. Appropriate attention is paid to teaching pupils about the importance of tolerance and respecting diversity.

### **Leadership and management**

41. Appropriate aims and policies have been formulated which concentrate on pupils' needs and on creating the conditions for each individual to develop and flourish. They are well reflected in the school's work and ethos. The opinions of pupils of every age are respected. The headteacher offers caring leadership. She receives strong support from the deputy and a dedicated staff.
42. WAG priorities are well considered as well as a number of new initiatives. The whole-school targets that have been set are achievable and realistic.
43. Performance management arrangements have been established to improve teachers' skills and competence. At present, the process is insufficiently challenging in setting targets for improvement.
44. The Governing Body (GB) is supportive and complies with all its statutory duties. However, at present, it does not play a sufficiently active role in discussing pupils' standards of achievement.
45. Although a culture of self-evaluation is developing, the school recognises the need to strengthen the process and concentrate more specifically on evaluating the standards achieved by pupils and what needs to be done to improve.
46. There is a clear link between the outcomes of the self-evaluation and the priorities set in the SDP. The priorities correspond to the school's needs. However, the key issues noted in the SDP are too numerous to offer detailed direction to the school's work.
47. The school has made good progress since the last inspection in tackling the key issues. There has been a significant improvement in pupils' standards of achievement.
48. The school has a sufficient number of teachers and support-staff to ensure that every aspect of the curriculum is taught. The school acknowledges the need to offer the support-staff additional training.
49. On the whole, there are sufficient resources for pupils' ages and abilities, and across all subjects, although there is a need to improve pupils' accessibility to some resources – for example information technology and music.

50. The accommodation is sufficient for the numbers of pupils. However, the size of the hall limits some aspects of physical education. The outside area is insufficiently developed.
51. On the whole, the school makes good and effective use of the resources available and has ensured that standards have risen increasingly as a result. The use of resources is constantly reviewed in order to ensure that the school achieves good value for money.

## **Recommendations**

In order to improve further, the school needs to:

- R1. maintain the good standards, and improve standards in the subjects and aspects where shortcomings have been noted;
- R2. improve standards in key skills;
- R3. improve pupils' attendance levels;
- R4. extend teaching strategies in order to improve pupils' abilities to become increasingly independent learners;
- R5. strengthen the role of the management team, the subject leaders and the GB in monitoring pupils' achievements;
- R6. work with the LEA to improve the quality and suitability of the building and the outside area.

Recommendations R2, R3, R4 and R5 are already priorities in the 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 3: Good features outweigh shortcomings.

52. The inspection team's findings correspond with the school's judgement in its self-evaluation report.
53. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	75%	25%	0%	0%

54. Standards of achievement in lessons are higher than Welsh Assembly Government all-Wales targets in 2007, namely 98% of standards to be satisfactory (Grade 3) and 65% good or better (Grade 2).
55. The general quality of the educational provision for under-fives is appropriate to their needs, and the children are making good progress towards the Desirable Outcomes for Children's Education.

#### There were the standards achieved in the six areas of learning for under-fives:

Teaching Area	Reception
Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 3
Creative development	Grade 2

#### In KS1 and KS2 in the subjects inspected standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
English	Not applicable	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 3	Grade 3
Design technology	Grade 2	Grade 3
Geography	Grade 3	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

56. The majority of pupils, whatever their age, sex, ability or ethnicity, make appropriate progress in acquiring skills, knowledge and understanding, and they achieve agreed targets and aims. Pupils with SEN make good progress in line with their ability.
57. Good features outweigh shortcomings in the under-fives' key skills of listening, speaking, reading and writing. They make good progress in using their early mathematical and ICT skills in practical ways which are relevant to their tasks. They listen intently to the teacher, and they are beginning to master reading and writing skills. However, a significant number of children lack confidence when talking about their work and a number of them only offer one-word answers. Children's personal and social development shows good progress.
58. In both key stages, good features outweigh shortcomings with regard to pupils' standards and progress in the key skills of literacy, numeracy and ICT across the curriculum. In both key stages, pupils listen well. Although some younger KS1 pupils' oral language is developing appropriately, a significant number of pupils across the school lack confidence when expressing themselves in Welsh. Only infrequently do they offer extended answers. Most KS1 pupils read in line with their age. However, only a minority in KS2 reads confidently in Welsh. KS2 pupils make appropriate use of their English literacy skills across the curriculum. A number of them speak confidently and they make good progress in their reading across the key stage. Handwriting standards are uneven across the school, and a number of pupils' spelling skills display errors in both languages. Across the school, pupils do not make sufficient use of their numeracy and ICT skills to develop their work in a number of areas across the curriculum. Across the school, pupils' creative skills are good. They display skilfulness and a lively imagination.
59. Good features outweigh shortcomings in the development of pupils' bilingual competence. In KS1, although syntactical errors impair their expression, pupils' standards display good progress. KS2 pupils' bilingual skills are uneven. Although a number of them are developing in their ability to chat and discuss, a goodly number of pupils' ability to communicate effectively in Welsh is limited.
60. At the end of KS1 in 2006, seven-year-old pupils' attainments in the core subjects of the National Curriculum (NC), by teacher assessment was lower than national and local authority averages. When these results are benchmarked against similar schools, namely those with more than 16 per cent and less than 24 per cent of pupils entitled to free meals, the Core Subject Indicator (CSI) is lower than the top 50.
61. At the end of KS2 in 2006, eleven-year-old pupils' attainment in NC core subjects was lower than national averages. When these results are benchmarked against similar schools, although results in English and science compare favourably with similar schools, the CSI is lower than the top 50%. However, the school is confident that the results reflect good progress, considering the pupils' previous attainments.

62. When data is considered over time, the results of NC assessments in KS2 indicate progress in every subject. The difference between boys' and girls' performance reflects the national pattern.
63. The behaviour of the majority of pupils is good. They are lively and full of enthusiasm. Respect and courtesy is displayed towards the staff and visitors to the school, and also on visits out to the community.
64. During the three terms before the inspection, the average attendance was 93%. This is lower than the GB target and also lower than similar schools. Although it is acknowledged that this represents an improvement over the previous year, there is room for improvement.
65. Most of the pupils arrive at school to time but a small number is constantly late in the morning.
66. Pupils' personal, social and learning skills are developing well. On the whole, they display good levels of motivation, answer questions enthusiastically and contribute constructively to class activities. They are all courteous and the majority relates well to one another and to adults. They are increasingly developing co-operative skills in pairs or within small groups. However, their skills in solving problems and making decisions for themselves are insufficiently developed.
67. The children display a good respect towards a diversity of creeds and other cultural traditions. They have an appropriate awareness of equal opportunities and fairness issues. There are good relationships between the school and the village which provides a medium for extending pupils' understanding of their community and the world of work. Pupils display an increasing understanding of environmental matters and of relevant aspects within the workplace.

## The quality of education and training

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

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

68. The inspection team's findings do not correspond with the Grade 3 that the school awarded in its self-evaluation report. The team adjudged a higher grade. Good teaching was seen in every class.
69. Teachers have established a good relationship with pupils based on respect and the constant and purposeful use of encouragement and praise. They create a climate which is compatible with effective teaching.

#### In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	74%	19%	0%	0%

70. This compares well with the national pattern which was reported by Her Majesty's Chief Inspector in her annual report for 2005 to 2006. Nationally, the quality of teaching is good in 79% of lessons with outstanding features in 17% of lessons.
71. In the lessons adjudged to be outstanding, there are:
- energetic and lively presentations, clear directions, and a purposeful variety of teaching techniques and strategies;
  - exceptionally good questioning skills which means that pupils make good progress in developing their ability to communicate.
72. In lessons where the teaching was adjudged to be good, there is:
- meticulous preparation and good planning, a clear aim for the lesson and good time management;
  - an orderly and positive atmosphere where teachers care for and support their pupils;
  - good subject knowledge and suitable tasks which correspond to each individuals' needs;
  - an appropriate emphasis on correcting, improving and developing pupils' language; and
  - good use of the interactive whiteboard.
73. In the few lessons where shortcomings were noted, opportunities are missed to:
- improve and develop pupils' oral language, and pupils' bilingual skills; and
  - promote pupils' questioning skills and those associated with more independent learning.

74. The school has a policy, and detailed and comprehensive procedures for assessment, recording and reporting on pupil progress and achievement.
75. Pupils' work is marked regularly. In the best examples, constructive comments are given to assist them to understand how they can improve their work. The written comments that would give sufficient guidance to pupils with regard to how to improve their work are not consistent across the school. At present, the self-evaluation element is insufficiently developed.
76. The school records pupils' results in standardised reading tests which help to monitor their progress. The school has effective systems, and available data is analysed, and suitable targets are set for improvement. Detailed records are kept of every pupil's progress.
77. Assessments, including under-fives' baseline assessments comply with statutory requirements for assessment and reporting on the NC.
78. Procedures for identifying and assessing pupils with SEN are good and challenging and realistic targets are set for the pupils in the Individual Education Plans (IEP).
79. The school conforms fully with statutory requirements with regard to reporting back to parents and other agencies.

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

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

80. The inspection team's findings correspond with the school's judgement in its self-evaluation report.
81. The school succeeds in preparing a broad and balanced curriculum which has breadth and flexibility to meet the pupils' needs and interests well. By also including a personal, health and social education programme, which promotes pupils' personal, spiritual and moral development, the school meets legal requirements.
82. The general quality of the provision for under-fives is appropriate. They receive purposeful experiences which provide a good foundation for their further development.
83. The school has worked hard to update its policies and schemes of work which interlink effectively into its long-term planning strategies. These take good steps to ensure progression and continuity in pupils' knowledge and understanding.
84. By working with the LEA and receiving its support in some subjects such as mathematics, the school has secured schemes of work which are suitable for every age, permit progression and a range of skills which is reflected in an improvement in the standards of children's work.

85. There are appropriate procedures in place for developing key skills and opportunities for their development are included in the short term plans. However, not enough overt attention is paid to them when sharing them with pupils and in making them relevant to the work in hand. There are few opportunities to develop their numeracy and ICT skills in other areas of the curriculum. The school does not secure consistency and progression in them throughout the school. The school has succeeded in creating a Welsh ethos. However, opportunities are missed to promote pupils' bilingualism. Pupils' creative skills are developed well through their work in art and music, but on the whole, few opportunities are given to develop thinking and problem-solving skills effectively in order to allow pupils to take more responsibility for their own development.
86. Pupils receive a good range of extra-curricular experiences, and the strong links with a number of Urdd activities extend and enrich their lives. The curriculum is also enriched by a wide spectrum of interesting experiences, including a variety of external visits.
87. The school provides work and workplace-related education by organising a number of suitable visitors, such as the police, the fire brigade, artists and theatre groups, and these add an additional effective dimension to pupils' experiences.
88. Subjects such as history, geography and music promote the Welsh ethos throughout the school. By means of varied activities and regular visits, the school places a good emphasis on Welsh culture and the heritage of Wales. In addition, there are a number of other curricular opportunities to nurture pupils' knowledge and understanding of other cultures, and for them to realise that they are living in a multicultural and multi-faith Wales.
89. Collective worship and religious education lessons make an effective contribution to pupils' moral and spiritual development. There are assemblies which create an appropriate atmosphere, and which give children opportunities to listen and think about some tales and stories from the Bible. Visits to places of worship and regular visitors from the local church and chapel, including representatives of voluntary societies add an important dimension to the children's spiritual experiences. All in all, these gatherings are an effective medium for developing pupils' relationships with their peers, with adults, and also to foster their understanding of the local community.
90. On the whole, the school has good relationships with its parents. The Language and Play project offers support to new parents. By means of circulars, parents' meetings and concerts, the school tries to promote the relationship. However, in the meeting with parents, and in response to the pre-inspection questionnaire, a small number expressed their dissatisfaction with some aspects of the school's life and work. The school acknowledges the need to improve the content and quality of the handbook for parents.
91. Good links exist with the secondary school. By means of specific projects in games and a system for tracking activities and progress, the process of pupil

transfer is facilitated. The school also benefits from its partnership with two other small schools by sharing good practice and promoting games. The school has established a beneficial partnership with the local branch of Carmarthen Technical College in order to extend pupils' experiences in this area. By offering students training and work experience, the school establishes effective and useful partnerships with the training colleges.

92. Education for sustainable development is developing well. In KS2, by means of lessons in subjects such as geography, pupils' awareness of the environment and citizenship is developing well. The school also operates in a sustainable manner by saving energy, water and recycling paper and plastic. The school is part of the Eco-schools scheme. They have already received the bronze award and they are now working towards the silver award. The school promotes enterprise skills in giving responsibilities, mainly to older pupils, but this aspect has not been developed sufficiently amongst all the pupils.

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

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

93. The inspection team's findings correspond with the school's judgement in its self-evaluation report.
94. The quality of the support and guidance the pupils receive is good. The school is a happy and welcoming community. In a discussion with members of the School Council, the pupils said that they felt safe and happy, and that they had systems such as "buddies" to look after one another. All the staff know the pupils well, and as a result they provide them with an appropriate level of leadership. The personal and social education programme is structured and contains relationships with agencies such as the police and the SEN support teams. By means of initiatives such as Healthy Schools Initiative and running a fruit shop, the pupils become increasingly aware of the need and importance of healthy eating.
95. The school makes an effort to develop and maintain relationships with parents. The headteacher and all members of staff are willing to discuss any problems that arise. A Home/School agreement exists and link books are used according to need. Regular visits to school are arranged for new parents in order to ensure that their children settle well and are happy in the reception class. When these new pupils start at school, a Language and Play course is offered to their parents.
96. The school constantly monitors pupil attendance and punctuality. Registers are maintained in an orderly and correct manner, and the school is reactive with regard to contacting parents about absences where no message has been received. However, the school does not work sufficiently with parents in order to encourage the few pupils who are consistently late to arrive in time.

97. Constant attention is given to matters appertaining to pupils' safety and healthy development with a range of management policies which are linked to the PSE programme. A goodly number of pupils attend the Breakfast Club in the morning and receive good care here as they do generally all day in their work and play. During the dinner break, a healthy menu is offered including fruit for snacks but there is no water available unless a child asks for it.
98. The school is situated near a very busy road, and the GB has expressed its concerns for the pupils' safety as they arrive at and depart from school. The staff do that which is within their power to ensure the pupils' safety.
99. The headteacher and the deputy-headteacher are responsible for child protection arrangements with each member of staff co-operating appropriately to implement them. To date, learning support assistants have not received training in this area.
100. The quality of the support for children with SEN is caring and good.
101. Pupils with SEN are identified and assessed early on. Good use is made of appropriate tests to identify these children, as well as close co-operation and the sharing of expertise amongst the staff. Parents are also contacted before creating IEPs for their children and placing them on the school's special needs register. The school complies with the requirements of the Code of Practice. The support offered by the teachers enables the pupils to benefit fully from the life and work of the school. Several of these pupils make appropriate progress in line with ability, and a number succeed in attaining the targets set for them. Regular meetings are held with parents to discuss their child's progress and to determine the next steps for the IEPs.
102. As necessary, the school has effective links with the support services such as the psychologist and the advisory teacher for the visually impaired, who bring expertise to the school and offer advice and guidance.
103. The school's accessibility scheme reflects its commitment to ensure access to every pupil and adult, and to ensure that no-one who has a disability suffers any less favourable treatment.
104. There are appropriate policies and procedures in place to react to any instance of bad behaviour and records are kept of any incidents. The school also tries to promote positive aspects by rewarding good behaviour and effort. Parents receive copies of school rules and they are encouraged to support them. The school has pastoral arrangements as needed.
105. Appropriate attention is paid to teaching the pupils about the importance of tolerance and respect for diversity. Policies for equal opportunities and racial equality are well-established. All in all, the school operates as one family.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings.

106. The inspection team's findings correspond with the school's judgement in its self-evaluation report.
107. The headteacher provides caring leadership. She is strongly supported by the deputy. High expectations and shared values with regard to learning, behaviour, relationships and equal opportunities are shared by the staff. The commitment of the staff is very good; they are supportive and conscientious. Each member's contribution is appreciated and their opinions are carefully considered when formulating policies and when making key decisions.
108. The staff undertake a wide range of responsibilities for aspects of the curriculum. They contribute to the development of the school and they provide support for their fellow teachers. Their role as subject-leaders with regard to monitoring pupil achievements has not been sufficiently developed.
109. Appropriate aims and policies have been formulated which concentrate on pupils' needs and on creating the conditions for each individual to develop and flourish. They are well reflected in the school's work and ethos.
110. The opinions of pupils of all ages are respected, and through the School Council, pupils have opportunities to influence a number of aspects of the life of the school.
111. WAG priorities and a number of new initiatives are considered well, for example the Family Support project. The school has committed itself to the Healthy School Scheme, and has gained success as an Eco-School at bronze level. The school has succeeded in gaining The Basic Skills Agency Quality Mark accreditation in 2006.
112. The school has responded positively to reducing teachers' workload and remodelling the workforce. The arrangements are effective, they ensure continuity and progression, and they have a positive effect on standards.
113. The whole-school targets that have been set are achievable and realistic, and have been based on each pupil's likely performance.
114. Performance management arrangements have been established to improve teachers' skills and competence. Good opportunities are provided for staff to attend appropriate courses and to visit other schools in order to see good practice. At present however, the process of setting targets for improvement is insufficiently challenging. The school is aware of the need to provide more guidance for learning-support assistants and support-staff.

115. An effective relationship has been developed with the local secondary school, and the school works well with other nearby schools.
116. The GB is supportive and displays pride in the school. They have a good understanding of the community's needs. Lately, responsibility has been given to individual members to supervise specific areas of the curriculum, and thereby and through the headteacher's reports, they are becoming increasingly knowledgeable about the educational provision. Their role with regard to monitoring the standards that pupils achieve has not been sufficiently developed.
117. The Governing Body complies with all its legal duties and the relevant policies are in place.

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

**Grade 3: Good features outweigh shortcomings.**

118. The inspection team's findings do not agree with the Grade 2 that the school adjudged in its self-evaluation report. The team adjudged a lower grade. Although a self-evaluation culture is developing, at present the process does not concentrate specifically enough on evaluating standards achieved by pupils and what needs to be done to improve.
119. The headteacher and the staff display a total commitment to raising standards and they are increasingly active in the self-evaluation process. They are aware of the school's strengths and aspects to be developed.
120. A number of approaches are used within the self-evaluation process which include, visiting lessons by the co-ordinators and the headteacher, looking at pupils' work, analysing the results of internal tests and visits by advisers. On the whole, the subject reports produced so far are superficial. They do not contain a sufficiently detailed focus on standards.
121. The co-ordinators have created a portfolio to display the range of work achieved in the different subjects. In the best examples, there is a comprehensive picture of pupils' responses to the good range of experiences they are offered. The school acknowledges that insufficient use has been made of them so far to standardise the work in order to improve the quality of the teaching and learning.
122. Performance data is carefully recorded, and effective use is made of the information in some subjects, for example when analysing mathematics tests, in determining teaching priorities.
123. The GB plays a part in the process by discussing reports by the headteacher and through visits to some lessons. However, at present, they do not play a sufficiently active role in discussing pupils' standards of achievement. Also,

there are at present no formal arrangements for eliciting the opinions of parents. Pupils have an opportunity to express their opinions through the School Council.

124. The self-evaluation report prepared by the school before the inspection is comprehensive. It indicates strengths and areas for development which, by and large, correspond to the judgement of the inspection team. However it does not refer sufficiently to the standards that pupils achieve.
125. The inspection team's findings correspond to the school's judgement in five of seven key questions, but it has raised one grade and lowered another one.
126. There is a clear link between the outcomes of the self-evaluation and the priorities set in the SDP. The priorities correspond to the school's needs. However, the key issues noted in the SDP are too numerous to offer detailed direction to the school's work.
127. The school has made good progress since the last inspection in tackling the key issues. There has been a significant improvement in pupils' standards of achievement.

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

#### **Grade 3: Good features outweigh shortcomings**

128. The inspection team's findings correspond with the school's judgement in its self-evaluation report.
129. The school is appropriately staffed to support the number of pupils on the register. There is a favourable teacher:pupil ratio and pupils benefit well from this. Teachers have suitable qualifications and knowledge to teach every aspect of the curriculum.
130. Although the co-ordinators carry a heavy burden from the point of view of subjects and aspects of the school's work, they undertake their role in a conscientious and orderly manner. Good opportunities are provided for teachers to attend appropriate courses and to visit other schools in order to see good practice. The number of learning-support assistants is appropriate for the size of the school, and on the whole they are appropriately guided by teachers to make an important contribution to the smooth working of the class, and towards supporting some pupils in their work. The school provides insufficient guidance to the learning-support assistants and the support-staff with regard to pupils' language development.
131. The part-time administrator, kitchen staff, mid-day supervisors and the caretaker all perform their duties effectively and they are appreciated by the school. The school is kept clean and tidy.

132. There is an appropriate supply of resources in the majority of areas but there are shortages in some subjects such as music and information technology. Generally they are in good condition, although a number of books, especially those outside the classrooms show signs of wear and tear over time. There are four interactive whiteboards at the school, and the SDP indicates the school's intention to make a substantial investment in order to add to the number of computers. The subject-leaders are responsible for the resources in their subjects and where there are shortages, this is noted in the SDP. Books are carefully labelled, a task undertaken by the pupils.
133. The accommodation is sufficient for the numbers of pupils. It allows full access to every part for disabled pupils and adults. However, the size of the hall limits some aspects of physical education. Throughout the school, colourful displays celebrate pupils' achievements and make a contribution, not only to learning, but also to creating a welcoming ethos. The building is used outside school hours, for example, before and after-school clubs and the local "Tai Kwando" club. The GB and a small group of parents raise money towards improving the resources.
134. The GB has identified a dangerous situation in respect of a playground wall, and the LEA has responded by placing a fence there for the time being.
135. As well as the yard there is a small grassed area for KS1 pupils to play, and although the playground is of a good size, KS2 pupils use it. It needs to be planned more carefully to create a variety of attractive areas for this important social time. In the SDP, the school indicates its intention to spend a substantial sum to create a covered play area for the youngest children as part of the provision for the introduction of foundation phase.
136. On the whole, apart from the use made of ICT, the school makes good and effective use of available resources, and it has ensured that standards have been increasingly raised as a result. The use of resources is constantly reviewed in order to ensure that the school achieves good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

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

### Language, literacy and communication

#### Grade 3: Good features outweigh shortcomings

##### Good features

138. The majority of children listen well and respond appropriately to the teacher's questions, and they remember a number of songs. They also recite and identify correctly the name of the days of the week and the months.
139. The majority are aware that written symbols have a sound and a meaning, and the majority recognises the sound and the shape of some of the letters of the alphabet well, and they recognise the names of children and resources in the classroom that begin with specific letters. They can describe the weather and name clothes that would be suitable for dry or wet weather.
140. They are beginning to develop good reading-skills with some following a story in a book when listening to a tape. They are beginning to understanding some of the functions of writing, with the majority tracing over letters clearly, with good pencil control. A number can write their names, and their handwriting is developing with recognizable letters being created.
141. Many of the children can recognize the names of a number of animals and they can recognize these animals on a photograph, and they use simple vocabulary and phrases correctly.

##### Shortcomings

142. A significant number of children lack confidence when talking about their work and they offer one-word answers. A number are unsure of the use of basic syntax.
143. Individuals lack confidence when they read what they have written.

### Personal and social development

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

##### Good features

144. The children work and play happily together. They have developed a very good relationship with the teacher. They display respect and care towards the teacher

and the assistants and towards one another when sharing and playing together with toys in the classroom.

145. They concentrate for increasing periods especially when working with the interactive whiteboard. They are aware of the need to wash their hands after using the toilet and before food. They store their clothes tidily before a lesson in the hall with almost all of them dressing themselves after the lesson.
146. The majority can wait their turn and share well with one another on the playground, and when occasionally using play equipment.

## **Mathematical development**

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

#### **Good features**

147. The majority of the children recognise individual numbers up to ten. They correspond one-to-one correctly and respond to the concepts of more/less. They count correctly to 20 and count forwards and backwards confidently, and they can name the following number, the previous number and the number in between correctly. They recognise, odd and even numbers, and they know that zero corresponds to nil.
148. They are beginning to understand the mathematics of money and they correspond two similar coins correctly. A large number of children create sequence-patterns with shapes and colours correctly. The majority of children can recognize and name two-dimensional shapes correctly and match their written names to the correct forms.
149. Several of the children recognise the difference between terms which describe long and short objects, and they recognise names of children in the class who have long or short names.

## **Knowledge and understanding of the world**

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

#### **Good features**

150. Most of the children recognise and describe the weather. A number of them can indicate weather-signs correctly. They are aware that the weather changes with the seasons and there is a need to wear different clothing as a result of the weather. They make sensible decisions, for example to dress Tedi when working with the interactive whiteboard.
151. They are beginning to understand the importance of food and from where some foods come. The majority can say what their favourite food is. A number can describe different fruits.

152. They take an interest in their surroundings. Several of the children demonstrate that they are aware of the need to put rubbish in a bin and the importance of showing respect for the environment.

## **Physical development**

### **Grade 3: Good features outweigh shortcomings**

#### **Good features**

153. The children are increasingly aware of their own bodies and their growth. The majority moves confidently, with good control. The majority displays good skills when throwing bean-bags into a ball net and when throwing and catching a ball.
154. They use small apparatus with increasing control, and the majority uses pencils and paintbrushes with good control.
155. Most of the children use large play-apparatus in an orderly and confident manner.

#### **Shortcomings**

156. A significant number do not display adequate control-skills when travelling, climbing and rolling in the hall.
157. The children do not develop their physical skills sufficiently neither on large apparatus nor in the outside area.

## **Creative development**

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

#### **Good features**

158. The children respond positively and they enjoy using a variety of materials to create pictures, designs and models. The majority uses a paint brush confidently and with good control, and they make good choices of colours and media when creating attractive pictures.
159. The children sing a number of Welsh songs. They derive considerable enjoyment when singing energetically and from adding humorous actions to the singing.

<b>Welsh first language</b>
-----------------------------

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

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

#### **Good features**

160. In KS1, some pupils' oral skills are developing appropriately. A number are ready to offer oral comments and some of them contribute confidently in

discussions. A number of this stage's pupils succeed in mastering reading skills according to their age, and some display pleasure when doing this and discussing the contents of their book.

161. Year 1 and 2 pupils listen well to a story about Hansel and Gretel that is read to them, and they respond appropriately to the story. Some develop an appropriate understanding of the vocabulary in the story. Through various means, the majority of the children experience success when retelling the written story.
162. The oral language of some of the youngest pupils in KS2 is developing appropriately and, when reading, they are ready to offer opinions on what has been read to them. Some of them develop and become confident readers. When writing about house rules and about discovering treasure, some develop an appropriate vocabulary, punctuate correctly and vary some of their linguistic patterns.
163. Older KS2 pupils listen well, and a number of them increase their confidence to chat and discuss. Some individuals develop fluency and expression which is suitable for their age. A minority reads confidently, and others read elementary books, which are at their level of development, correctly. In their written work, pupils write in different ways. They write letters to the manager of the Pentwyn Centre and give an account of their visit to "Brecon Water." Some make a good effort to re-draft and improve their stories about a sea voyage.

### **Shortcomings**

164. In both key stages, a large number lack confidence when expressing themselves orally and syntactical errors and the constant use of English words impairs their expression.
165. Individuals in KS1 read without much expression and rather monotonously considering their ages.
166. In KS2, limited use is made of syntax constructions, and spelling and mutational errors impair the flow of their writing.

<b>English</b>
----------------

167. The English programme of study is not introduced formally to pupils until the beginning of KS2.

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

#### **Good features**

168. Pupils listen well to adults, and on the whole to one another also. A number speak fluently and confidently. In discussions, some of the pupils are developing an extensive vocabulary.

169. Pupils are making good progress in their reading across the key stage. The majority reads correctly and some of them are developing into fluent readers. Some can speak with interest about what they are reading. The best read with expression and understanding.
170. Throughout this stage, pupils are developing an increasing awareness of grammatical conventions, and by the upper end of the key stage some are making appropriate use of paragraphs.
171. The youngest pupils in KS2 write in various forms. In the story about the magic carpet they realise that that they need an opening section, a middle section and then a section which brings the story to a close effectively. The oldest children develop their skills as they notice that there are specific ways of writing. They discuss enthusiastically the different types of persuasive writing. By looking at a variety of house sale advertisements, they write in a persuasive manner and emulate those seen in an estate agency.

### **Shortcomings**

172. In a high proportion of their work in their books, pupils' spelling is incorrect and careless.
173. There is a lack of continuity and progress in the handwriting of a number of the pupils and they do not display sufficient pride in the way they present their work.

<b>Mathematics</b>
--------------------

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

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

174. Pupils in both key stages develop a good mathematical vocabulary. They communicate well when discussing their work.
175. In KS1, the majority of pupils attain good standards and a good understanding of numbers up to 20, and the best discuss larger numbers confidently. The majority of these pupils count forwards and backwards well in twos and fives. By using objects, they are able to do subtraction work successfully. The more-able are beginning to understand the relationship between addition and subtraction.
176. Pupils in KS2 develop a sound knowledge of number and place value. Several of them are sure and confident when discussing large numbers.
177. Pupils at the beginning of KS2 can describe well their strategies for solving money problems. They develop their mathematical thinking-skills appropriately, doubling numbers to calculate and in this process demonstrate good estimating skills.

178. The oldest pupils in KS2 display an increasing mastery of calculation and they choose the correct processes as they investigate the costs of running a theme park. The best work confidently as they calculate the daily cost of running the park, including the profit made on an entrance fee of £8.00. These pupils use formal calculation processes with ease.

### **Shortcomings**

179. There are no significant shortcomings, but however in KS1, the most able pupils continue to be too dependent on objects to do their calculation work.

## **Science**

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

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

### **Good features**

180. Pupils in both key stages develop good scientific knowledge according to their age and ability. They understand the concept of a fair test. They predict, ask questions and undertake experiments well.
181. In KS1, pupils observe carefully and make sensible predictions. They sort and classify materials appropriately, for example magnetic and non-magnetic. They record their discoveries appropriately.
182. Pupils know the difference between living and non-living objects. They can compare different materials and they are aware that their properties change when heat is applied.
183. In KS2, the youngest pupils have a good knowledge of living things. They are aware of how seeds grow, and they have a good knowledge of the bones of the body and the function of the heart. They can list healthy foods, and they are aware of the importance of cleaning their teeth. They are aware of the food chain and of the need to safeguard the environment. They use a thermometer correctly when recording the weather each day. They display a good knowledge of their previous work on different materials. They develop good observational skills when comparing the properties of different types of rock. They make sensible predictions.
184. The oldest pupils possess a good knowledge of the planets, materials and their properties, magnets and forces. They know that a conductive circuit including the battery must be complete, so that current can flow and make electrical devices work. They have a good knowledge of living things and they are aware what the best conditions for growing plants are. They are aware of the organs of the body and the function of the heart.
185. By conducting experiments, for example on the insulating effect of different materials, they develop their observational skills effectively. They are aware of the importance of a fair test, and they measure and record temperature carefully before using the results of their investigation to draw conclusions.

## **Shortcomings**

186. There are no significant shortcomings, however KS2 pupils' ability to record their work independently is insufficiently developed.

<b>Information technology</b>
-------------------------------

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

**Key Stage 2 : Grade 3: Good features outweigh shortcomings**

### **Good features**

187. In KS1, the majority of pupils use a mouse competently to choose from menus, and they are developing their confidence when making choices as they use the interactive whiteboard.
188. They develop their word processing skills as they present, share and exchange information. Their ability to work independently in loading, saving and printing is beginning to develop. They make good use of art programs to create different images and they produce colourful and interesting pictures. With help, the oldest pupils can use a database to produce simple graphics.
189. In KS2, the majority of pupils can load, save, recall and print their work correctly. They use their word-processing skills competently to record their work and display final copies of their written work. The most able can position images tidily within text.
190. They make effective use of a variety of programmes to reinforce their language and mathematical skills. They can use a simple database to store information and produce graphs to display patterns.
191. They are aware that the computer can be used to control, and they make use of the web to discover information, for example to support their work in history lessons.

### **Shortcomings**

192. There is a lack of consistency in pupils' standards of achievement. A number lack confidence when handling information technology equipment and software.
193. In KS1, a number of pupils' keyboard skills have not been adequately developed and the oldest pupils' ability to save and recall their work independently is insufficiently sound.
194. KS2 pupils do not use models or simulations, based on ICT, to help them make decisions.
195. The skills of a number of KS2 pupils in using a spreadsheet or searching for specific information using a website address, are insufficiently developed.

## Design technology

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

**Key Stage 2 : Grade 3: Good features outweigh shortcomings**

### Good features

196. The majority of pupils are aware of the planning process. They convey their ideas by means of drawings, indicate the materials needed, and list the steps taken during the making process. They demonstrate an increasing understanding of how to use equipment and apparatus safely.
197. In KS1, pupils respond to their tasks in a manner which is appropriate to their age and ability. Their ability to measure, mark, cut and shape a range of materials using appropriate equipment and techniques is developing well. They display an understanding that materials behave in different ways and that there are a number of techniques for joining different materials. They use that information skilfully when choosing suitable materials for the task in hand. The majority record their ideas by using suitable vocabulary, pictures and diagrams.
198. In KS2, the majority is aware of the design process, and they are able to discuss the basic elements of research, planning, designing and making sensibly.
199. Year 3 and 4 pupils can use a range of materials and components, and measure, mark, cut, shape and join, for example when planning and making a pencil case. They are aware that there is a need to adapt plans when preparing to make. They investigate carefully the construction of various boxes, and they display an increasing understanding of the connection between the box and the content. They expand their understanding by creating a cube out of net and decide where to put the tabs.
200. Year 5 and 6 pupils are developing their awareness of different materials and components. They benefit from valuable experiences in the local secondary school and Coleg Sir Gâr to extend their understanding of materials, equipment, apparatus and techniques. They display an understanding that a structure can fail when they have added a load to it, for example when investigating the strengths and weaknesses of different types of bridges.

### Shortcomings

201. KS2 pupils' skills in investigating, creating and refining plans independently and recording the making process, and evaluating are insufficiently developed.
202. Older KS2 pupils have an insufficient knowledge of the use of control technology. Neither do they make sufficient use of simple mechanisms to extend their understanding of different types of movement.

## History

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

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

### Good features

203. In both key stages, pupils make good use of historical artefacts and visits which help them to have an awareness of periods from the past. This element of their work is an important medium in the development of their historical vocabulary.
204. In KS1, by looking at buildings, pupils are beginning to realise the differences between lifestyles in different periods. They look at pictures of Celtic times and they can describe the homes and aspects of everyday life. By creating clay models of Celtic pottery they identify well and in a practical manner with aspects of the daily life of people in these times.
205. Year 3 and 4 pupils develop a good understanding that the life of a child in Victorian times was quite different from what it is today. By looking at a variety of artefacts and dressing up as a child in those times, pupils become knowledgeable about important aspects and features of these times. In this practical work, they also develop an appropriate knowledge of chronology.
206. Year 5 and 6 pupils become aware of the characteristics of society during the Second World War. By investigating a wealth of evidence they have collected, such as photographs, pictures, letters and newspaper cuttings from the time, they become aware of the value of what they have collected in order to make an interpretation of local life during these times.

## Geography

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

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

207. In KS1, pupils succeed in producing simple plans. By looking at a diagram of the classroom, some of them notice that it can be seen from a different perspective in order to create a map. A number of pupils confidently set about producing a map which is a reflection of the diagram of the classroom.
208. Year 3 and 4 pupils discuss the school environment. By working in small groups they look at specific areas such as the toilets, the playground and the small grassed area, they make an assessment of each area and begin to make decisions about improvements. They prioritise these and categorise them to those that they as a class could influence, some for the school council to consider and those which would need to be referred to the headteacher which they do by sending her an e-mail. They also consider the advice of the GB in this process of improving the school's environment.

209. In years 5 and 6, the pupils recognise different ways in which mankind pollutes the environment. The majority show enthusiasm and use appropriate geographical language when they talk about different types of pollution such as chemicals, rubbish, sewage and noise. They discuss some sources of pollution, and link their responses to pollution in the rivers and prioritise the most severe. A goodly number can discuss and write about measures they would take to eliminate this type of pollution. In all this, they are developing a good understanding of sustainable development.

### **Shortcomings**

210. In KS1, pupils do not have a sufficiently clear understanding of map skills and their geographical vocabulary has not been developed sufficiently.

<b>Art</b>
------------

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

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

### **Good features**

211. In KS1, pupils use a good range of resources and media. Their use of them is good as they draw, paint and print from observation and from memory. They produce their own colours and they use them effectively in their paintings.

212. They plan and produce work of a good standard when creating with clay. The work displays considerable originality and creativity. They investigate effectively how to create patterns and textures on clay in order to decorate it. They can appraise their own work and discuss it at a simple level.

213. In KS2, pupils can experiment and create in a wide range of media and methods. Pupils sketch confidently. They display a good awareness of line and tone, pattern, texture, shape and form. Year 3 and 4 pupils' weaving work with different materials is of a high standard.

214. Year 5 and 6 pupils work creatively with a variety of materials and they display skills. They paint carefully and display good cutting and gluing skills when they create pictures of famous buildings. They respond practically and imaginatively to the ideas of famous artists, and they produce effective work in different media.

215. After visiting a gallery, the pupils discuss their impressions sensibly.

## Music

**CA1: Grade 2: Good features and no important shortcomings**

**CA2: Grade 2: Good features and no important shortcomings**

### Good features

216. KS1 pupils sing a number of Welsh songs. They derive considerable enjoyment from singing energetically and from adding humorous actions to the singing.
217. Year 1 and 2 pupils begin to recognise the difference between a high and a low pitch. By using their hands and their arms, they indicate roughly where the pitch stands. Several are successful and gain enjoyment from imitating with their voices the high and low sounds produced by the teacher. They begin to realise the significance of a simple graphic score as a medium for composition. Some make a successful attempt to play patterns which ascend and descend on tuned instruments by following a story and a graphic score on the whiteboard.
218. The youngest KS2 pupils are beginning to understand the significance of the pentatonic scale. With the words “Mantell dros y Nos” as a basis, they create their own compositions and use the drone with a perfect fifth interval as an accompaniment to the song.
219. After listening to the story of “Cantre’r Gwaelod” the oldest pupils in KS2 work well in groups to create graphic scores in order to convey sounds which complement this dramatic story. By using a variety of tuned and untuned instruments, they practise and then perform their compositions confidently and effectively. They all listen to a recording of their performances and they suggest on a pro forma a number of improvements that could be made.
220. A small number of pupils’ skills are developed by means of instrumental lessons. A number of the children have also competed successfully in the Urdd Eisteddfod, and this is having a positive effect on their musical skills.

### Shortcomings

221. There are no significant shortcomings, but however, a number of pupils in both key stages have uncertain pitch when singing.

## Physical education

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

**Key Stage 2 : Grade 3: Good features outweigh shortcomings**

### Good features

222. In both key stages, pupils understand the importance of warming up and extending the muscles before taking part in physical exercises. They display a growing awareness of the effect of movement on the body.

223. The majority of KS1 pupils listen and follow directions, and they display a good awareness of space as they undertake a number of different movements. They display good skills when throwing and catching a bean bag individually. They observe one another and offer help to those who are having difficulty.
224. Many KS2 pupils discover space well as they move around the hall. Many work effectively in pairs to express and create a series of sequential movements including a creative variety of balancing methods. The majority displays a good awareness of balance by moving, jumping and landing. A number of pupils can, by observing the activities of other pairs, offer opinions by noting the merits and the features of the movements.
225. The oldest pupils in KS2 have good spatial awareness. A number of them change speed well when running on the playground, and they display good control when avoiding other pupils around them. The majority use sticks effectively to develop hockey skills, and they dribble the ball between and around cones. A number of them work well together in their activities.

### **Shortcomings**

226. In both key stages, pupils' ball-handling skills are inconsistent, with a significant minority of them having difficulty when sending, receiving and travelling with a ball.
227. In KS2, a significant number do not display appropriate control when jumping and landing.
228. A number of KS2 boys do not display the same commitment to their work as do the rest of the class. This has a detrimental effect on the standard of their work.

<b>Religious education</b>
----------------------------

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

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

### **Good features**

229. Pupils in both key stages display a knowledge of Christian festivals and celebrations. Their awareness of the importance of these is enriched by visits to the school by local religious leaders and visits to local places of worship. Older pupils are studying the activities to which the chapel contributes in the community.
230. KS1 pupils find out about special places for religious people where they can experience tranquillity and silence. By introducing the doll Sema Patel who worships in the "Mandir" and looking at a number of Hindu artefacts such as the Sari, Kwm Kwm powder and the Diva lamp, these pupils are developing an early understanding that they we are living in a multifaith society. They are beginning to understand the significance and importance of the shrine as a place of worship, and they know that Christians, Jews and other religions have their own special places for worship.

231. Younger KS2 pupils have visited the synagogue in Swansea, and they discuss its features. They consider the significance of the clothing that Jewish people wear to pray such as the tallit, kippah and the teffillin. As they look at photographs taken during their visit to the synagogue, they recall important features within the building such as the Torah scrolls and the Yad. They have noticed the significance and the importance of the Star of David to Jewish people, by designing in their work in artwork a copy of what they saw in the synagogue and placing it on the window in the classroom. By writing prayers and placing them on a scroll, the pupils are developing an awareness of the importance of a quiet period to think and meditate.
232. The oldest pupils come to understand that there are several religious and secular perspectives to the creation of the world. They have opportunities to consider and enquire about the vastness of the universe. Within the world around them, they are beginning to look at the influences of charitable bodies such as Christian Aid and link it with the story of the Good Samaritan.

### **School's response to the inspection**

The Headteacher and the Staff would like to thank the Inspectors for conducting this inspection in a courteous and professional manner.

The inspection's findings acknowledge that we have raised standards in a number of subjects since the last inspection. We take pride in the fact that the report acknowledges that the school is a happy and caring community, which offers pupils valuable experiences, where the commitment and conscientious work of the staff has resulted in a significant increase in pupils' attainments since the last inspection.

We will be establishing an Action Plan to tackle the recommendations in the report namely: maintain the good standards, and improve aspects where there were shortcomings; improve standards in key skills, and improve pupils' levels of attendance. We will be encouraging the pupils to work more independently by introducing new strategies. We will be strengthening the role of the management team in monitoring pupils' achievements. We will be contacting the Education Authority in order to improve the building and the play area. In addition, we will be ensuring that there will be opportunities for staff to receive training to help them implement the report's recommendations and the action plan.

We will be devising a time-line to act on the recommendations. Continuing to raise standards in literacy and numeracy will be a priority issue during the next year, as well as developing pupils' Information Technology skills.

A copy of the school's action plan in response to the report's recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making with regard to the report's recommendations.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Betws
School type	Primary
Age-range of pupils	4-11
Address of school	Betws Road Ammanford Carmarthenshire
Postcode	SA18 2HE
Telephone number	01269 592986

Headteacher	Mrs Catrin James
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mrs L Fry
Registered inspector	Mr Goronwy Morris
Dates of inspection	08-10 May 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		12	11	12	8	11	12	11	77

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	0.2	5.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.5:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	19
Teacher (fte): class ratio	1.3:1

Term	R	Rest of school
Summer 2006	93.6%	91.5%
Autumn 2006	95.9%	93.5%
Spring 2007	92.0%	94.1%

Percentage of pupils entitled to free school meals	26%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2006</b>	Number of pupils in Y2	7
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	57%	In Wales	81%

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

### National Curriculum Assessment Results End of key stage 2:

<b>National Curriculum Assessment KS2 Results 2006</b>							Number of pupils in Y6	12				
<b>Percentage of pupils at each level</b>												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School						8	8	84		
		National	0	0	1	0	1	4	15	47	32	
Welsh	Teacher assessment	School							50	50		
		National	1	0	0	0	1	5	17	50	26	
Mathematics	Teacher assessment	School							33	42	25	
		National	0	0	1	0	1	3	15	47	32	
Science	Teacher assessment	School							8	67	25	
		National	0	0	1	0	0	2	11	51	35	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	67%	In Wales	74%

D Pupils who are exempted 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**

Three inspectors spent seven inspector days at the school.

Inspectors visited:

- 27 lessons or part-lessons;
- every class; and
- collective worship.

The members of the inspection team held a team meeting at the beginning of the inspection and also with:

- staff, governors and parents; and
- Senior managers, the teachers, the support staff and the administrative staff, the school council as well as groups of pupils during the inspection.

The team also considered:

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

The headteacher in her role as nominee was a part of every team meeting.

After the inspection, meetings were held with the staff and the governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Goronwy Morris Registered Inspector	Context Summary and Recommendations Key Questions 1, 2, 5 and 6 Under fives Science Technology Information Technology Art Physical Education
Mrs Marian Donovan Lay inspector	Contributions to key questions 1, 3, 4 and 5
Mr Arwel Williams Team inspector	Key questions 3, 4 and 7 and contributions to Key Question 1 Welsh English Mathematics History Geography Music Religious Education
Mrs Catrin James Headteacher Nominee	Contributions to all the questions by contributing information

### Acknowledgement

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

### Contractor

Baker-Phillips Educational Communications Ltd,  
Oaks Lea,  
Higher Knolton,  
Overton,  
Wrexham.  
LL13 0LP