

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

BIGYN PRIMARY SCHOOL

Llanelli

Carmarthenshire

School Number: 669-2374

Date of Inspection: 27-30 January 2003

by

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Registered Inspector

Date: 31 March 2003

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Bigyn Primary School is situated in the town of Llanelli and draws its pupils from the area immediately surrounding it. The school describes its catchment area as being largely disadvantaged. The proportion of pupils entitled to free school meals is 31 per cent. The school caters for pupils between three and 11 years and there are 255.5 (full-time equivalent) pupils on roll. These are accommodated in 10 classes comprising one reception class, one Year (Y) 1 class, one Y2 class and one mixed Y1/Y2 class. In Key Stage (KS) 2 there is one Y3 class, one Y4 class, one Y5 class and one Y6 class. There is a nursery class which caters for 10 full-time pupils and 19 part-time pupils, 10 of whom attend in the mornings and nine in the afternoons. There is also a class for 13 pupils from Y3, Y4 and Y5 who have special educational needs (SEN) which is taught by the special educational needs co-ordinator (SENCO). There are 63 pupils in the school who are identified as having SEN including two for whom a statement of SEN has been made.

Among the school's priorities is to provide individuals with appropriate opportunities and experiences, within a stimulating environment, which will enable them to reach their full potential. It seeks to promote positive attitudes towards other people, the community and the wider world. The school aims also to establish a moral code which promotes good standards of behaviour and which is based on traditional beliefs and values. A major target in the school development plan (SDP) is to raise standards of achievement in science and, in particular, improve the teaching of investigative science. Other targets include the further development of the monitoring programme and improving the accommodation for the nursery class.

The school was last inspected in May 1997.

2. MAIN FINDINGS

The main findings of the report

- The quality and standards of educational provision for the under-fives have some shortcomings, but there is evidence these can be put right. Standards of achievement in the six areas of learning are as follows:

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

- Standards of achievement are satisfactory overall. Standards of achievement in KS1 and KS2 were very good in two per cent of the lessons seen, good in 39 per cent, satisfactory in 54 per cent and unsatisfactory in five per cent. Standards in all National Curriculum (NC) subjects and religious education are as follows:

Subject	KS1	KS2
English	Good	Good
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
Welsh second language	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Good	Satisfactory
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory
Religious education	Good	Good

- In KS1, the NC assessment results are slightly below the average for Wales in English and just above the national average in mathematics and science. In KS2, results over the past three years for pupils attaining Level 4+ show an upward trend in English and mathematics. The trend in science fluctuates slightly but there is no significant movement. The 2002 NC assessment results for KS2 in English and mathematics fall slightly below the average for Wales. Science results fall significantly short of the national average. Benchmarking information enables a comparison of the school's results with similar schools across Wales and places the school in the third 25 per cent in English in KS1 and in the second 25 per cent in KS2. The school is in the third 25 per cent in mathematics in KS1 and KS2, in the third 25 per cent in science in KS1 and in the first (bottom) 25 per cent in KS2.
- Standards in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT) across the curriculum are satisfactory.

Ethos of the school

- Pupils' spiritual development is satisfactory. There is a well-planned calendar for collective worship, which is enriched by frequent guest visitors, who support the Christian ethos of the school. Pupils' moral development is good and is evident around the school and across the curriculum. Social development is good. Pupils throughout the school are given a number of responsibilities. Pupils' cultural development is good. Overall, the *Cwricwlwm Cymreig* has a high profile in the school. Pupils have also studied the Chinese New Year and links have been developed with schools across Europe, particularly in Portugal, Germany and Italy.
- Standards of behaviour and attitudes to learning are good overall. Behaviour in classrooms is good, reflecting the positive interest and enthusiasm with which the pupils approach their work. A significant number of pupils in most classes show sustained levels of concentration commensurate with their age.
- Attendance levels are generally satisfactory across the school. The school monitors attendance closely and sets itself targets every term, some of which are met. Most pupils are punctual at the start of the school day and a careful note is made of the few who are late, but overall the day begins promptly.

Quality of education

- The quality of teaching was very good in two per cent of lessons observed, good in 40 per cent, satisfactory in 46 per cent and unsatisfactory in 12 per cent. Where teaching has shortcomings there is a lack of rigour in the learning as a result of insufficient planning, the pace of teaching is slow and work is not appropriately matched to pupils' abilities.
- The quality of assessment, recording and reporting is good overall. Standardised tests, teacher assessments and other tests are regularly used to assess pupils' progress. Data are well recorded and provide a cumulative record of achievement and progress.
- The KS1 and KS2 curriculum is appropriate, broad and balanced and meets the requirements of the NC and religious education. The curriculum for the under-fives is generally appropriate but planning is not sufficiently detailed to secure an appropriate balance between teacher directed and self-chosen activities. All NC subjects and religious education are taught but occasionally lessons finish early resulting in a loss of teaching time. Time is not well managed to secure effective learning in the under-fives classes. The school provides a good programme of extra-curricular activities. These include after-school clubs for literacy, numeracy and a range of sporting and other activities, many of which support the school curriculum. All enhance standards for those who attend. Older pupils participate in sporting tournaments and occasionally play matches against other primary schools in the county.
- The provision for support, guidance and pupils' welfare is good. The school has a caring ethos. Pupils are given good personal guidance. The headteacher and staff place considerable emphasis on raising pupils' self esteem. Overall there are appropriate procedures in place for promoting the health and safety of pupils in and around the school. However, external and corridor doors are not securely fixed as pupils enter and leave the building and some floor tiles in the hall are uneven.
- The overall provision for pupils with SEN is good. The school uses its assessment procedures to ensure the early identification of children with SEN. The SENCO manages the system well and generally liaises well with class teachers, the basic skills support teacher and support staff.
- Partnerships with parents, with the community, with schools and other institutions are good overall. Parents and carers are very supportive of the school; they feel that it is approachable and welcoming. A new home-school agreement has been drawn up following discussion with pupils themselves and will be available this year. The school contributes to and participates in many community events. Links with a secondary school are developing very positively and older pupils participate in joint projects. Communication and liaison with the behaviour support service are good. The impact made on standards of achievement and to pupils' overall development by the broad range of links which the school has established is good.
- Partnership with industry is satisfactory. The school is committed to developing further links; a written policy with clear aims and objectives is being reviewed in addition to strategies now in place, to encourage links with a range of businesses and industry.

Management

- The quality of self-evaluation and planning for improvement is good. The school undertakes a detailed analysis of the results of NC assessment tests at the end of KS2 and uses national benchmarking criteria to evaluate the school's performance. Pupils'

progress is monitored and end of year targets based on NC assessment levels are set by each teacher. Teachers use this information to set targets for the end of both key stages.

- The school is well led. The headteacher gives the school a clear direction and sense of purpose. He leads by personal example and sets the tone for staff and pupils by his professional manner and commitment. The headteacher and staff are successful in creating an ethos founded on sound values and an atmosphere which is conducive to effective learning. All co-ordinators have well defined management roles and they have compiled policies and draft schemes of work in subjects for which they have special responsibility. The headteacher and chair of governors meet regularly to discuss school matters. They monitor finances closely and keep the governing body fully informed. The governing body is very supportive of the headteacher and the school and governors have adopted an effective committee structure to conduct their business.
- The overall provision for staffing, accommodation and resources is satisfactory. There is an adequate number of appropriately qualified teachers and non teaching staff who are generally effectively deployed. The quality and quantity of learning resources are at least satisfactory and increased spending over the past few years has resulted in all subject areas being able to upgrade their resources. The school has added to its resources by accessing funds from outside agencies and organisations particularly in sport, science and information technology.

Progress since the last inspection

- The school has made satisfactory progress in addressing the key issues identified in the last inspection report. Standards of achievement are now satisfactory in Welsh as a second language and physical education throughout the school. The school has introduced a comprehensive monitoring programme and monitoring in the foundation subjects has already commenced. All co-ordinators have well defined roles and the senior management team (SMT) meets frequently to discuss school issues including curriculum matters. In almost half the lessons seen teachers have high, but realistic, expectations of pupils which have a positive impact on standards, sessions proceed at a good pace and pupils' attention is constantly engaged. There are occasions, however when expectations are not appropriate and when lessons lack pace. Worksheets are generally used selectively and appropriately. Termly and half-termly testing is carried out in the foundation subjects. Data are collated onto an assessment sheet but their use is currently underdeveloped. The school carried over a substantial sum from last year's budget but a large proportion of this has been earmarked for the acquisition and refurbishment of a new building for the nursery class. This appears as a target in the SDP. Members of staff, in their capacity of curriculum co-ordinators, are given time as necessary to fulfil their roles. The monitoring programme will ensure that time is allocated to staff in line with the responsibilities they carry.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

The quality and standards of educational provision for the under-fives have some shortcomings, but there is evidence these can be put right. Standards of achievement in personal and social education are good. Standards are satisfactory in language, literacy, and communication skills, knowledge and understanding of the world and creative development. Standards in mathematical development and physical development are unsatisfactory.

- In KS1, standards are good in English, mathematics, geography, art and religious education. Standards are satisfactory in science, Welsh as a second language, design and technology, information technology, history, music and physical education.
- In KS2, standards are good in English, mathematics, art and religious education. Standards are satisfactory in science, Welsh as a second language, design and technology, information technology, history, geography, music and physical education.
- In KS1, the NC assessment results are slightly below the average for Wales in English and just above the national average in mathematics and science. In KS2, results over the past three years for pupils attaining Level 4+ show an upward trend in English and mathematics. The trend in science fluctuates slightly but there is no significant movement. The 2002 NC assessment results for KS2 in English and mathematics fall slightly below the average for Wales. Science results fall significantly short of the national average. Benchmarking information enables a comparison of the school's results with similar schools across Wales and places the school in the third 25 per cent in English in KS1 and in the second 25 per cent in KS2. The school is in the third 25 per cent in mathematics in KS1 and KS2, in the third 25 per cent in science in KS1 and in the first (bottom) 25 per cent in KS2.

3.2 Standards Achieved in Key Skills across the Curriculum

Key skills across the curriculum are satisfactory overall.

- Pupils listen attentively in the majority of lessons both to their teachers and to fellow pupils.
- Pupils speak clearly and confidently in a variety of situations. They discuss their work enthusiastically.
- Pupils read well, most with good understanding. They have well developed information retrieval skills and search for information in reference books.
- Pupils' writing skills are satisfactory. The quality of pupils' writing in English lessons is not matched by the quality of their writing across the curriculum.
- Numeracy skills across the curriculum are satisfactory. In science and design and technology, pupils observe, measure and record quite accurately.
- Standards in ICT are satisfactory overall but pupils do not use their ICT skills sufficiently to support learning in NC subjects.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual development is satisfactory. Moral, social and cultural development are good.

- Pupils participate in daily acts of collective worship organised on a whole school, year group or key stage basis. There is a well planned calendar for collective worship, which is enriched by frequent guest visitors, who support the Christian ethos of the school. However, there is no opportunity for personal reflection. The late arrival of some pupils and the intrusive school bell detract from the reverent atmosphere created. Acts of collective worship in individual classes are variable in quality.

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- Pupils' moral development is good and is evident around the school and across the curriculum. It is well promoted through the school's care education policy. The school takes part in a variety of fund raising events for selected charities throughout the year. Pupils respect each other and the adults within the school. The school's code of conduct is well promoted in most classes.
 - Social development is good and pupils co-operate effectively in group activities. Older pupils have the opportunity of taking part in residential visits to an outdoor education centre and visit the Urdd camp at Llangranog and these experiences enhance their social development. A wide variety of school clubs provides the pupils with good opportunities to further extend their social skills. Pupils throughout the school are given responsibilities and older pupils have the opportunity of supporting the younger pupils in KS1 during playtimes and lunchtimes.
 - Pupils' cultural development is good. Overall, the *Cwricwlwm Cymreig* has a high profile in the school. Visits to local chapels and further afield, for example, to the Welsh National Folk Museum and events such as the St David's Day school eisteddfod reinforce pupils' awareness of Welsh culture and traditions. Such school events are well supported by the parents.
 - The curriculum also acknowledges the importance of other cultures and traditions and promotes racial harmony. Pupils' knowledge of other cultures is enhanced by the experiences of staff who have followed courses at a local mosque and synagogue. Pupils have also studied the Chinese New Year. Links have been developed with schools across Europe, particularly in Portugal, Germany and Italy.
 - Overall pupils respond well to the school's provision for spiritual, moral, social and cultural development.

4.2 Behaviour and Attitudes

Standards of behaviour and attitudes to learning are good overall.

- Behaviour in classrooms is good, reflecting the positive interest and enthusiasm with which the pupils approach their work. A significant number of pupils in most classes show sustained levels of concentration commensurate with their age.
- Pupils' behaviour in the classroom and on the playground is generally good and makes a significant contribution to the quality of life in the school. Behaviour around the school is occasionally marred by pupils moving hastily and gathering in groups near doorways.
- Staff know their pupils well; relationships between pupils and with their teachers and learning support assistants (LSAs) are good overall.
- Many classes have devised a code of conduct to promote positive attitudes and behaviours; these assist in creating conditions conducive to learning. Infrequently, a small minority of pupils challenge these arrangements but staff usually manage them well by using a firm and encouraging approach.
- A clear policy for promoting and rewarding good behaviour is having a positive effect on improving pupils' conduct in a range of situations.
- The school has effective strategies to eliminate racism and any other form of discrimination, though there are occasions when pupils are directed to take turns by gender.

- Incidents of alleged bullying are dealt with promptly and on an individual basis. The headteacher is proactive in addressing any form of reported bullying. No incidents of bullying were observed during the period of the inspection.
- There have been three-fixed term exclusions this academic year; each has been as an outcome of repeated unacceptable levels of physical abuse. Parents have participated in strategy meetings at the school to reduce the risk of further exclusion. Outreach workers, as part of the Local Education Authority's (LEA's) Behaviour Support Plan, liaise with the parents and staff. Individual behaviour support plans are put in place as part of an agreed modification programme.
- Exclusion procedures follow LEA guidelines.

4.3 Attendance

Attendance levels are generally satisfactory across the school.

- All staff comply fully with the requirements of the Welsh Assembly Government Circular 3/99 to record attendance twice daily at the beginning of each morning and afternoon session and making clear and consistent distinctions why pupils are absent. Higher than average unauthorised absences are recorded because the school is very strict on recording unexplained absences correctly.
- The school receives very good levels of support from outside agencies who together work to encourage all pupils to attend.
- The school monitors attendance closely and sets itself targets every term, some of which are met. Those pupils who have consistently good rates of attendance are rewarded with certificates.
- Attendance figures are adversely affected during the summer by families who take annual holidays during term time.
- Most pupils are punctual at the start of the school day and a careful note is made of the few who are late but overall the day begins promptly.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in two per cent of the lessons observed, good in 40 per cent satisfactory in 46 per cent and unsatisfactory in 12 per cent

Where teaching is good or very good:

- short-term planning is effective and learning outcomes are clearly identified;
- teachers have sound subject knowledge and are confident in their presentations;
- teachers have high, but realistic, expectations of pupils which have a positive impact on standards;
- there is good use of language, and a broad range of questioning techniques is effectively employed;
- sessions proceed at a good pace and pupils' attention is constantly engaged;
- there is effective interaction between teacher and pupils which enhances pupils' learning;

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- instructions are clearly conveyed and understood, and explanations are clear;
 - work is appropriately matched to pupils' ability.

Where teaching has shortcomings:

- there is a lack of rigour in the learning as a result of insufficient planning;
- the pace of teaching is slow;
- teachers' subject knowledge is not entirely secure;
- the range of teaching strategies employed is limited;
- sessions are not well planned and key teaching points are unclear;
- pupils and resources are not efficiently organised;
- activities lack challenge and pupils are not sufficiently extended;
- work is not appropriately matched to pupils' abilities.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good overall.

- The deputy headteacher, in his role as co-ordinator, is developing a good working knowledge and understanding of the systems recently put in place.
- The school policy has been drawn up with the involvement of all the staff. It provides a sound basis for the future development of this area. An evaluation of this policy and its efficacy is a target in the SDP.
- The school has a planned timetable for assessment. Standardised tests, teacher assessments and other tests are regularly used to assess pupils' progress. Data, including NC assessments, are well recorded and provide a cumulative record of achievement and progress. They are used effectively in a variety of ways, providing early identification of special needs and allowing groups to be set for the teaching of mathematics and English in KS2. The system also allows for the systematic tracking of pupils and a more precise system of target setting.
- Assessment data and details of behaviour, achievement and progress, are contained in a pupil profile. This information, together with the class assessment file, moderated with other staff, provides a useful record of each pupil's progress from reception to Y6.
- Termly and half-termly testing is also carried out for the foundation subjects. Data are collated onto an assessment sheet but their use is currently underdeveloped.
- Arrangements for monitoring the progress of pupils with SEN are good and meet statutory requirements.
- Reports to parents fully meet the statutory requirements. Comments provide useful information on achievement in all subjects and refer to NC levels. Reports are signed by parents and form a useful dialogue during parents' evening at the end of the summer term.
- Further opportunities for parental discussion are provided in the autumn and spring terms when they are informed of targets set for their children.

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- Marking is carried out regularly and is usually of a good, positive and constructive nature. However, sometimes written comments are too general and are not specific enough to inform the pupils of the next steps in learning.

5.3 Curriculum

The curriculum is appropriate, broad and balanced and meets the requirements of the NC and religious education.

- The curriculum for the under-fives is generally appropriate but planning is not sufficiently detailed to secure an appropriate balance between teacher-directed and self-chosen activities
- All NC subjects and religious education are taught but occasionally lessons finish early resulting in a loss of teaching time. Time is not well managed to secure effective learning in the under-fives classes.
- The school has appropriate policies and schemes of work for all NC subjects and religious education.
- Pupils with SEN are purposefully supported and the quality of the curricular provision is good.
- The curriculum is socially inclusive; all pupils have full access to the whole curriculum and are given an opportunity to take part in all the school's activities.
- The school actively develops in pupils an awareness of other cultures and seeks opportunities to promote racial harmony.
- The school has a clear and concise policy for personal, social and health education which it calls 'Care Education.' Sex education is taught within the personal, social and health education programme and in the context of the school's values which stress the importance of loving relationships in family life. It is also taught through the medium of the curriculum and pupils are encouraged to discuss issues with teachers.
- The school has a policy for developing key skills across the curriculum and all are developed to at least a satisfactory standard.
- Homework is set as necessary; tasks are usually related to class work and appropriately support pupils' learning.
- There is no written policy for *Y Cwricwlwm Cymreig*. However, most subject policies note how the school makes the pupils aware of the unique characteristics of Wales and its culture. In practice, the school makes good use of the local environment as well as undertaking visits further afield which enrich pupils' learning.
- The school provides a good programme of extra-curricular activities. These include after-school clubs for literacy, numeracy and a range of sporting and other activities, many of which support the school curriculum. All enhance standards for those who attend. Older pupils participate in sporting tournaments and occasionally play matches against other primary schools in the county.
- There are no pupils for whom the curriculum is disapplied or modified.

5.4 Support, Guidance and Pupils' Welfare

The provision for support, guidance and pupils' welfare is good

- The school has a caring ethos. Pupils are given good personal guidance. The headteacher and staff place considerable emphasis on raising pupils' self esteem. Circle time is used to help pupils discuss concerns and resolve issues. Most pupils show respect for persons and property and most aim to please.
- Subject specific study groups and other extra-curricular activities offer well-planned and effective additional educational guidance and support.
- A comprehensive care education programme is having a positive impact on pupils' developing understanding and appreciation of the importance of caring for themselves, including personal hygiene and diet. Pupils are encouraged to care for and value the school and its environment; examples of this are tree planting and designing a new badge for the school.
- Overall there are appropriate procedures in place for promoting the health and safety of pupils in and around the school. Recent remodelling of the building has enhanced arrangements for the safe organisation of pupils. However, external and corridor doors are not securely fixed as pupils enter and leave the building and some floor tiles in the hall are uneven.
- Arrangements for social inclusion are good. All pupils, including those with SEN, have full access to all school activities.
- A detailed policy for child protection is effectively implemented. The named person has received training, details of which have been shared with staff.

5.5 Provision for Pupils with SEN

The overall provision for pupils with SEN is good.

- The school implements its assessment procedures effectively to ensure the early identification of children with SEN.
- About 25 percent of the school population, 63 pupils in all, are identified as having specific or general learning difficulties in numeracy and literacy or as having behavioural problems. Fifty-three pupils have their needs met by School Action and eight by School Action Plus. Two have statements of SEN.
- The SENCO manages the system well and generally liaises well with class teachers, the basic skills support teacher and support staff.
- The setting of pupils for mathematics and English enables the school to target pupils and support them effectively in smaller groups.
- The progress of pupils with SEN is well monitored by the SENCO and the class teachers resulting in children moving between School Action and School Action Plus and both in and out of targeted provision as appropriate.
- The provision for SEN is enhanced by a broad range of resources. Good use is made of ICT to support pupils' learning and pupils have access to, and frequently make effective use of, a variety of programs and resources. They use Powerpoint presentations, send e-

mails, produce pamphlets to extend their computer work and log on to word searches and games at an appropriate level.

- Good home-school reading records are kept and these encourage a useful and informative dialogue between school and home with supportive diagnostic comments and advice being provided for parents.
- The school maintains appropriate individual education plans (IEPs) written by the class teachers and monitored by the SENCO. The quality of these is generally satisfactory and they are reviewed regularly. Although parents are usually involved in these reviews, they are not always involved when the IEPs are initially drawn up.
- Provision for SEN, with pupils being mainly withdrawn from class or placed in sets for English and mathematics, is generally good. The staff take every opportunity to find extra time for support throughout the day, utilising this time to good effect.
- Learning support assistants generally provide good support. However, although structured activities are usually planned by class teachers to be supervised or taught by LSAs, there is sometimes a lack of clear guidance from the class teachers and groups are occasionally too large.
- The special class within the school for Y3, Y4 and Y5 provides an appropriate education for the pupils. However, at times, opportunities for the integration of these pupils into mainstream classes are missed.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnerships with parents with the community and with schools and other institutions are good overall.

- Parents and carers at the pre-inspection meeting and in their responses to the questionnaire were very supportive of the school with all agreeing that it is approachable and welcoming. Many praise the headteacher and they recognise the changes which have taken place recently, resulting in benefits to their children. They feel that relationships and communication are strengths of the school.
- Information for parents is good. The school prospectus and the annual report from governors are full and detailed and meet statutory requirements. Photographs are used to record many aspects of school life and some appear as illustrations in the new prospectus. The school website also gives parents and friends of the school much information and is well presented.
- Parents have regular meetings with teachers at which they are informed of their children's progress and the headteacher and staff are always available to talk to them. Special educational needs review meetings are well attended and visits are made to homes if necessary. Many parents are very supportive of learning at home and regularly sign home-school reading diaries.
- Every term, the pupils themselves write a school news-sheet which keeps parents up to date on pupils' achievements and what events are planned.
- The school is active in encouraging parents to get involved in the life of the school and welcomes voluntary help. Some parents have contributed to the painting of murals or accompanied classes on school visits but parents do not help in classes. However, some parents have visited to talk to pupils about different cultures.

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- Parents and carers have not yet had an opportunity to sign a home-school agreement, because the headteacher is currently reviewing it. The new agreement has been drawn up following discussion with pupils themselves and will be available this year.
 - The Parent Teacher Association works very hard and raises considerable funds which are used to purchase extra resources for pupils. Families also support the school in raising donations for charities both within the community and further afield.
 - The school contributes to and participates in many community events. It uses a nearby community centre for drama performances and links with several churches and chapels are well established; ministers regularly lead collective worship in the school.
 - Links with a secondary school are developing very positively and older pupils participate in joint projects. Specific funding has been received and is being well used to strengthen partnerships between schools in the area. Communication and liaison with the behaviour support service are good.
 - The headteacher is keen to broaden the range of pupils' experiences and the school has developed good links also with schools in Wales and Europe. One very positive example of the successful steps being taken by the school to establish contact with other schools is when pupils met up with their counterparts from a North Wales school at a half-way point in mid Wales for a day of activities.
 - The school has partnership agreements with universities and colleges of initial teacher training and many students including pupils from secondary schools complete work placements in the school.
 - The impact made on standards of achievement and on pupils' overall development by the broad range of links which the school has established is good.

5.7 Partnership with Industry

Partnership with industry is satisfactory. The school is committed to developing further links.

- A written policy with clear aims and objectives is being reviewed in addition to strategies now in place, to encourage links with a range of businesses and industry.
- Pupils visit local shops and businesses and some Y6 pupils recently took part in a healthy eating breakfast in a nearby superstore. Younger pupils visit the post office and the school regularly invites visitors, for example, from the police force, the fire service and from the coastguard service to talk to pupils. Through their visits to castles and museums pupils learn about industry in the past and present.
- Careers Wales recently arranged for first aid organisations to come into school to deliver a practical course for older pupils, which was beneficial.
- The school receives generous sponsorship from industry in the form of resources; for example, fittings for the new computer suite.
- Some staff have benefited in their own professional development through links with industry and commerce which have funded training on skills in sport, mathematics, ICT and Welsh.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- The school undertakes a detailed analysis of the results of NC assessment tests at the end of KS2 and uses national and local benchmarking criteria to evaluate the school's performance.
- Pupils' progress is monitored and end of year targets based on NC assessment levels are set by each teacher. Teachers use this information to set targets for the end of both key stages.
- Some subject co-ordinators monitor standards in their subjects according to an agreed programme which includes the foundation subjects. Monitoring involves examination of teachers' planning, classroom visits and termly scrutiny of pupils' work.
- The SMT produces a staff questionnaire which is used to gather colleagues' views on the school and its performance. A questionnaire is also distributed to parents and the school takes careful note of the responses received.
- The SDP is a structured document which includes targets for various aspects of school life. Current targets address teaching and learning, assessment, monitoring, performance management and premises issues.
- An evaluation of progress against the previous year's targets is included in the SDP and the plan includes success criteria against which progress can be measured.
- The progress of the SDP is monitored by staff and the governing body receives regular updates.

6.2 Leadership and Efficiency

The school is well led.

- The headteacher gives the school a clear direction and sense of purpose. He leads by personal example and sets the tone for staff and pupils by his professional manner and commitment.
- Over the past three years, school documents, including schemes of work for each subject, have been completely revised and procedures put in place to promote the development of teaching and learning.
- The headteacher and staff are successful in creating an ethos founded on sound values and an atmosphere which is conducive to effective learning.
- The school's mission statement indicates its commitment to providing the highest quality education for each pupil and there is an appropriate set of aims which is reviewed regularly.
- All co-ordinators have well defined management roles and they have compiled policies and draft schemes of work in subjects for which they have special responsibility
- All available resources are used effectively and efficiently. In addition to its allocated budget, the school raises considerable sums in grants and donations, the majority of which have been allocated to re-modelling the open-plan nature of the building and

providing separate teaching areas. The headteacher and staff believe that this has been a major factor in raising standards over the past three years.

- The school carried over a substantial sum from last year's budget but a large proportion of this has been earmarked for the acquisition and refurbishment of a new building for the nursery class.
- The headteacher and chair of governors meet regularly to discuss school matters. They monitor finances closely and keep the governing body fully informed.
- The latest auditor's report made a number of recommendations which were agreed by the school and which have been addressed.
- The governing body is very supportive of the headteacher and the school. The governors have adopted an effective committee structure to conduct their business. Governors have not been allocated responsibility for a NC subject, but are informed by staff of the content of schemes of work and any curriculum changes.

6.3 Staffing, Accommodation and Learning Resources

The overall provision for staffing, accommodation and resources is satisfactory.

- There is an adequate number of appropriately qualified teachers and non-teaching staff who are generally effectively deployed.
- The school is well served by the caretaker, cleaning staff, kitchen staff and midday supervisors. The school secretary makes an effective contribution to school administration.
- The staff development officer manages the in-service training budget efficiently; staff attend appropriate courses matched to their own personal development needs and the needs of the school as identified in the SDP. Relevant information from courses attended by individuals is shared with colleagues in staff meetings or in sessions arranged for that purpose. The school benefits from teachers taking part in activities funded by General Teaching Council grants.
- The quality of the LSA support is generally good. Learning support assistants and part-time teachers are used in KS2 to support pupils and allow the school to cater for split classes and the setting of pupils. Where arrangements are well thought out and clearly planned, provision is good. However, sometimes groups supervised by an LSA are too large. In the under-fives classes, support staff are not always effectively deployed.
- The accommodation has been recently re-modelled, dispensing with its original open-plan design. This has had a significant effect on the learning environment and the organisation of the school and has made a positive impact on pupils' progress. Libraries, a music area, an ICT suite and storage facilities have been created and these have extended the curriculum opportunities for pupils. However, the re-modelling has left some classrooms lacking space and, as a result, practical work and investigations are restricted.
- The quality and quantity of learning resources are at least satisfactory and increased spending over the past few years has resulted in all subject areas being able to upgrade their resources. The school has added to its resources by accessing funds from outside agencies and organisations particularly in sport, science and ICT.
- Some tables and chairs are too small for the age and size of the pupils who use them.

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- At present the school has no pupils with severe physical disabilities. Access to the hall and the outside play area would be extremely difficult for such pupils and there are no plans at the moment to remedy this situation.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The quality and standards of educational provision have some shortcomings, but there is evidence these can be put right. Standards of achievement in personal and social education are good. Standards are satisfactory in language, literacy, and communication skills, knowledge and understanding of the world and creative development. Standards in mathematical development and physical development are unsatisfactory.

Good features

Language, literacy and communication skills

- Nursery children listen to stories and participate in well-known nursery rhymes. They communicate their ideas with developing confidence and willingly respond to questions about their directed tasks. Most children have a developing awareness of a limited number of initial letter sounds. Some older children are able to recognise and name a limited number of letters. Children routinely complete tracings and other activities to develop pencil control and left to right orientation. They use mark-making implements for a range of purposes. Older nursery children show increasing accuracy when overwriting their names.
- Children in the reception class listen attentively to stories from Big Books. Children can name characters and recall the broad thrust of a story. They participate enthusiastically in re-telling a story using an interactive storyboard. Children select books independently; they handle books correctly and have an increasing understanding that pictures and words carry meaning. Appropriate attention is given to developing early reading skills. Reception children have an increasing knowledge of initial sounds. Most children are able to underwrite simple statements to accompany their illustrated ideas.

Personal and social development

- Overall, children in the nursery interact appropriately with one another. Children concentrate well. Many children understand the importance of kindness and their awareness is enhanced by stories from the Bible. They are able to express their needs and seek help when necessary. Children take responsibility for their personal hygiene. They use role-play opportunities to show their developing understanding of the need to take care of themselves and others. Children are introduced to some incidental Welsh and respond appropriately.
- Children in the reception class respond well to encouragement and praise. They build on early relationships and show respect for one another and adults. Children show they have established organisational routines and divide into groups promptly to engage in a range of activities. They have an increasing understanding of the need to take turns and begin to exercise self-control. Children respond well to simple directions given in Welsh.

Mathematical development

- Children in the nursery class know a range of number rhymes and respond to number stories. Some begin to show they have a developing understanding of the value of numbers to three. They are able to count everyday objects to five with increasing accuracy. Older nursery children can recognise and name colours and regular 2-D shapes.
- Reception children are able to count with increasing accuracy in a range of situations. Some children are able to recognise numbers to 10 and begin to match numbers to sign and sound. A class shop supports the children's developing awareness of the mathematics of money. Children begin to use mathematical vocabulary appropriately.

Knowledge and understanding of the world

- Nursery children develop an awareness of the work people do in the neighbourhood. Children are developing a knowledge and understanding of houses and different types of homes. Children understand seasonal and climatic change and have a developing awareness that some animals need to prepare for winter. Children begin to understand the passing of time and many are able to refer appropriately to yesterday and today, new and old. Children use information technology to produce individual designs for houses.
- Children in the reception class strengthen and broaden their understanding and knowledge of houses and homes. Many are able to name different types of houses and make suggestions about features of such dwellings; they understand that living things have a home. Children understand the uses of different materials for articles of winter and summer clothing. They are developing an understanding of the passing of time; they have a clear awareness of morning, lunchtime and afternoon. Children routinely recite the days of the week and the months of the year.

Physical development

- Children in the nursery class use a range of small tools to complete directed activities. Children have access to bicycles and tricycles during morning and afternoon break times. Children respond to teachers' directions and perform a variety of movements such as, walking, marching and running.
- Reception children continue to use a range of small tools for different purposes; they cut stick and join materials. Children use pencils, felt-tipped pens and crayons of different sizes with increasing control. They move about the early years department with confidence. Most respond appropriately to suggestions about using space effectively. Children continue to access and share bicycles and tricycles simultaneously with the nursery class. Children participate in physical education lessons in the main hall but no lessons were observed during the period of the inspection.

Creative development

- Nursery children respond to and enjoy the rhythm of music; they sing to piano accompaniment and use musical instruments to accompany favourite songs and rhymes. Children use a range of materials to create seasonal pictures. Over time children select and handle a range of materials to create pictures linked with topic work. Children paint, draw images and use malleable materials to represent numbers and letters. Children engage happily in role-play situations.
- Children in the reception class experiment with colour-mixing to create shades and patterns. Children routinely paint and use a range of media to create pictures. Children have experienced a range of techniques to create, marbling effects, silhouettes and prints.

They join with the nursery class for music-making and singing and build on their earlier skills. Children continue to enjoy role-play.

Shortcomings

- Nursery children make little use of a limited number of books.
- Older and more able reception children are not sufficiently challenged in developing emergent writing skills.
- In the nursery class, insufficient attention is given to the full range of mathematical experiences needed to successfully promote progress towards achievement in the Desirable Outcomes for Children's Learning.
- Children in the nursery and reception classes do not have sufficient opportunities to experiment, explore and find out how things work.
- Nursery children do not understand and respond to suggestions about the effective use of space. They do not have sufficient opportunities to develop gross motor skills such as climbing and balancing.
- Children in both classes do not appraise the work of others and celebrate success with their individual creativity.

English

Standards of achievement are good overall in KS1 and KS2.

Good features

- Standards in listening are good throughout both key stages. In KS1 classes, most pupils are able to take turns and listen carefully to their teachers' instructions and the ideas of others. In KS2, pupils listen attentively to their teachers and show an appreciation of the contributions of their peers.
- Pupils in KS1 have a developing understanding of the importance of expressing their ideas fully by using a growing vocabulary and by beginning to apply aspects of standard spoken English correctly.
- In KS2, pupils discuss their activities in groups and work together collaboratively. Some pupils show they are able to articulate their ideas with confidence and clarity; of these a small number use descriptive extended sentences to convey an appropriate response.
- Pupils in both key stages make good progress with reading in relation to their abilities; they are proud of their achievements. Key stage 1 pupils appropriately use a range of reading cues, including phonic, graphic and syntactic to support individual reading development. They are able to distinguish fact from fiction and show they recognise the humour in some simple texts. Pupils use their understanding of the conventions of stories to recall events and predict what might happen next.
- Pupils in KS2 continue to read from a structured reading scheme supplemented by books from the school library. Older and more able readers read from a broader range of texts with increasing fluency and accuracy. Pupils read for pleasure and information; they have opportunities to review books and begin to express preferences.
- Pupils in both key stages write with increasing accuracy commensurate with the range of abilities. Older and more able pupils in KS1 develop a sound understanding of grammar; for example, confidently using nouns and adjectives to create a poem. They are able to

use simple sentence construction and some punctuation including exclamation marks when completing directed writing tasks. By the end of the key stage, most are able to structure a simple story plan.

- In KS2, pupils write for a variety of purposes and for a range of audiences. Pupils build on their earlier understanding of grammar. Pupils use dictionaries and word books to assist accuracy with independent writing. Upper KS2 pupils know how some narratives are structured through basic literary ideas of setting, character and plot. Pupils use appropriate vocabulary to identify characters such as villain and victim. They know standard formats for different styles of writing such as, fiction, factual reporting, how to write a play and how to use a diary format and compose poems of different styles. Poetry is a strength in KS2.

Shortcomings

- Some pupils in KS2 do not speak clearly and confidently when addressing the class or a given audience. Their speaking skills are underdeveloped as they have insufficient opportunities to engage in whole-class discussion and debate.
- Despite there being an agreed handwriting style, standards of presentation and handwriting are variable across both key stages.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in both key stages have a good facility for mental mathematics. This develops through both key stages and older pupils in KS2 carry out accurately some complex calculations.
- In KS1, pupils count forwards and backwards up to 100, count to a 100 and beyond in 10s and fives and count forwards from five in twos and threes.
- They have good knowledge of addition and subtraction facts up to 20 and they use these accurately and confidently in mental arithmetic.
- They place units of time, from one second to one week, accurately in order.
- They understand well the value of coins and suggest different combinations of coins to make a sum of money up to 20p.
- Pupils in KS1 can read, write and order numbers up to 1,000 and they have a good understanding of place value.
- They identify odd and even numbers and count accurately and confidently in both.
- Pupils use symbols accurately when making calculations and in number sentences.
- They identify 2-D and 3-D shapes well; they can name them and list their features.
- Pupils can use and apply their knowledge to solve real-life problems. For example, they can calculate the change they receive when spending a sum of money up to a pound.
- They understand and use the terms 'heaviest', 'lightest', 'tallest' and 'shortest' and use an increasing range of mathematical vocabulary correctly.

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- Pupils handle data competently; they compile tally charts and interpret bar graphs accurately.
 - In KS2, pupils have an understanding of number patterns. Across the key stage they develop an understanding of place value and handle numbers up to 1,000 and beyond. They can round off whole numbers to the nearest 10, 100 or 1,000.
 - At the beginning of KS2, pupils show an understanding of fractions and they can calculate these in a practical manner by dividing shapes into equal parts.
 - At the beginning of KS2, pupils further develop their knowledge of 2-D and 3-D shapes and as they progress through the key stage they come to identify the features of a good range of 2-D and 3-D shapes successfully.
 - Older pupils in KS2 can express a number of measurements in a variety of ways. For example, they can express 124cm as 1m24cm or 1.24m.
 - Older pupils understand more complex fractions and express them accurately in a number of ways. They understand decimal fractions, order them accurately and use them confidently. They calculate percentages fairly accurately.
 - They use and apply their knowledge to solve real-life problems involving speed and distance, area, costs and discounts.
 - Older pupils identify the number relationship between co-ordinates in a quadrant. They use negative numbers accurately and confidently.
 - Data are collected through purposeful enquiry and ICT is used to record and interpret results.
 - They use mathematical language accurately.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Overall pupils' investigative skills are satisfactory in both key stages. There are, however, examples in each key stage of these being well developed and used effectively.
- In KS1, pupils study plants and animals and have a good awareness of the habits of nocturnal and daytime creatures.
- Pupils predict and record the magnetic properties of materials. They can identify materials studied and their properties and whether materials are hard, smooth, flexible, transparent or opaque. They demonstrate good recording skills, sorting and identifying these properties and recording their results in tabular and pictorial form.
- Key stage 1 pupils group materials competently according to whether or not they reflect light. They record their findings accurately in colourful displays.
- They have a reasonable knowledge of electricity and its uses in the world around them. They are aware of the importance of safety when using electricity.

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- In KS2, pupils carry out a range of experiments and investigations, learning to work with independence. They understand the concept of fair testing and can use scientific vocabulary to describe gravity and friction.
 - Pupils extend their investigative skills through conducting experiments on shadows, materials and snails. There are good cross-curricular links especially with mathematics and pupils use ICT to gather data to test the suitability of certain materials.
 - They use force meters to accurately record forces at the appropriate scale and incorporate ICT into their investigations.
 - Good use is made of the Internet, and pupils in upper KS2 use the data collected to draw graphs, predict and arrive at conclusions.

Shortcomings

- In KS1, pupils' ability to recall previous work is insecure.
- Unsatisfactory presentation and recording leads to inaccuracies and misconceptions in KS2.
- In KS2, less able pupils find difficulty in understanding and interpreting data as work is not appropriately matched to their ability.

Welsh second language

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1, pupils know the names of colours and can count in Welsh to 20 and beyond.
- They respond quite well to enquiries such as '*Beth yw dy enw di?*' and '*Sut wyt ti?*'
- Pupils make appropriate responses when questioned about the weather.
- They know a number of Welsh songs which they sing with good pronunciation, and with enjoyment.
- Key stage 1 pupils copy simple sentences to reinforce the sentence patterns learned.
- In KS2, pupils have a reasonable knowledge of the Welsh language and understand much of what is said to them. They translate Welsh words and phrases into English fairly accurately.
- Pupils respond orally to simple questions and understand the different sentence constructions for positive and negative answers.
- They use the prepositions '*ar*' and '*yn*' accurately in a sentence.
- Most pupils read the Welsh language signs around the school confidently. The more able pupils read with reasonable fluency and accuracy.
- Pupils complete written work to reinforce common sentence patterns and vocabulary. Older pupils record a dialogue between two friends, using the structures which they have learned.

Shortcomings

- Pupils in both key stages do not have sufficient knowledge or command of question patterns to enable them to conduct a simple conversation.

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- In KS2, pupils do not have a secure knowledge of commonly used phrases.

Design and technology

No work in design and technology is undertaken during the first half of the spring term. However, scrutiny of pupils' work indicates that standards overall are satisfactory.

Good features

- Pupils in both key stages have an increasing understanding of the design and making stages. Pupils use differentiated pro-forma to record ideas and to list the materials and tools required to complete the making stage. Some older KS2 pupils identify the skills applied during the making stage of a project.
- Key stage 1 pupils have a developing understanding that materials behave in different ways. Pupils have made pop-up cards by applying skills of folding and joining paper.
- Lower KS2 pupils have designed, made and evaluated the potential of an alternative door to screen off resources. The end product is now in use in the school.
- Pupils in KS2 classes have worked with flexible materials and textiles. For example pupils have woven wool and have made puppets, applying their skills of measuring, cutting and joining, and adding appropriate finishes.
- In KS2, some pupils combine art techniques with making skills; they select, cut, join and add decorative textiles and beads effectively to create images of costumes closely resembling those of the Tudor period.
- Upper KS2 pupils can name a number of pieces of equipment requiring computer control; they relate these to everyday living. Pupils discuss and appraise each other's work.

Shortcomings

- Key stage 1 pupils' ability to try out ideas for assembling and rearranging pieces is underdeveloped.
- In both key stages, pupils have insufficient knowledge and understanding of using controllable technology.
- Pupils' ability to evaluate their work and suggest improvements is underdeveloped in a significant number of classes.

Information technology

Standards of achievement are satisfactory in KS1 and KS2. Careful timetabling and good classroom management allows the pupils to have good access to the recently completed computer suite and this is beginning to have a positive impact on standards in the school.

Good features

- Pupils in KS1 are generally well motivated and perform tasks competently on computers both in the classroom and in the computer suite.
- In KS1, pupils are able to use a painting program effectively to create drawings of houses and other images. They have a sound awareness of the keyboard and can change font size to suit the work being produced.
- In KS2, the younger pupils use programs to import and insert pictures. They write appropriate texts to accompany their illustrations then print and save their work.

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- In KS2, older pupils use spreadsheets to formulate and solve addition and subtraction problems.
 - Some pupils make good progress and develop their skills well.
 - Pupils carry out a range of activities gaining proficiency in ICT as they support other areas of the curriculum. They use word processing programs competently and collect and analyse data.
 - They make sound use of the digital camera to create images for their inter-school project and use e-mail to correspond with partner schools in Europe and the USA.
 - Some pupils create PowerPoint presentations to record and reinforce work in other areas of the curriculum.

Shortcomings

- In KS1, some pupils cannot save or retrieve their work independently.
- In KS1, some pupils' mouse skills are underdeveloped and they cannot move images across the screen.
- Some older pupils in KS2 lack confidence in working independently at the computer and this uncertainty affects the overall standards in skills and competence achieved.

History

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils are encouraged to bring in artefacts, toys and items from home. This reinforces pupils' understanding and interest in the era being studied.
- Information linked to castles in the local environment adds to this interest and draws on some pupils' existing knowledge of castles. Pupils develop good historical language, as when they identify and label parts of castles.
- Pupils demonstrate good recording and observational skills, they respond well and indicate by their answers when questioned that they have a satisfactory knowledge of historical facts.
- Pupils' knowledge and understanding of and empathy with history study units are reinforced and extended through the 'Bygone Days' event, in which pupils and staff take part.
- In KS2, pupils have a satisfactory knowledge of Celts, their homes and their art. They compare and contrast Tudor homes with those of today.
- Good cross-curricular links are made with art and religious education as they study Victorians such as William Morris and General Booth. By making imaginative use of newspapers, pupils extend their historical vocabulary and their empathy with the era studied.
- Pupils use primary and secondary evidence effectively when studying the Victorians and the Second World War.
- Pupils display great interest in historical artefacts and these enhance their knowledge and understanding of times past.

Shortcomings

- In KS1, some pupils' understanding of chronology is insecure.
- Key stage 1 pupils cannot always relate the work covered in school to historical features in the environment.
- In KS2, pupils' knowledge of previous work is insecure.

Geography

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- Key stage 1 pupils are developing an awareness of what is around them in the local area.
- They identify the features in their local environment can name and locate the main buildings including the chapel, flats, shops and post office. They can describe things that they like about the area.
- Pupils have a good knowledge of a contrasting area in Wales. They have good links with the school in Overton, North Wales and correspond with the pupils there. They identify on an aerial photograph the main features of the village of Overton.
- They know that maps are 'birds' eye views' and they develop their geographical skills well by drawing maps of the roads around the school. They have also made maps of the imaginary Isle of Struay in conjunction with their study of the Katy Morag books in language lessons.
- Pupils recognise a map of the British Isles and some can locate Wales, England, Scotland and Ireland.
- At the beginning of KS2, pupils become more familiar with the geography of Wales and can locate the main towns in South Wales.
- Towards the middle of the key stage they extend their knowledge of maps to include the continent of Europe, its countries and capital cities.
- In upper KS2, pupils have a good understanding of a contrasting area in Europe through their studies of the Italian town of Rosignano Solvay, with which the school has links through the Comenius project. They prepare questionnaires for school pupils in Rosignano and compare the features of the town with those in their own area.
- They describe the main features of Pembrokeshire and note the threat to the environment of pollution caused by spills from oil tankers entering Milford Haven.

Shortcomings

- Key stage 2 pupils have little knowledge of a less economically developed country.
- Pupils' work in some classes in KS2 lacks depth.

Art

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils use a good range of media and a variety of techniques to create drawings, prints and collages. Pupils are able to discuss their own work and appraise the work of others.
- Pupils have an increasing understanding of the process for colour-mixing and apply their developing skills to tasteful powder paint pictures.
- Key stage 1 pupils explore different kinds of design in the school and the local environment from different periods. Pupils explore and experiment with the visual language of art. By the end of the key stage, pupils are able to confidently discuss line, tone and pattern.
- Pupils in KS1 apply their knowledge and understanding to create patterns by making choices from a range of natural and man-made media. Completed pieces often contribute to larger displays.
- Key stage 1 pupils use sketch-books to record observational drawings of natural materials and illustrations. Pupils learn to focus on a selected segment of a larger picture; they effectively reproduce what is within this 'frame'.
- Key stage 2 pupils broaden and strengthen their earlier skills and understanding and their work shows progression and maturity. Pupils in KS2 show they are able to work accurately using crayons, pastels and charcoal.
- Lower KS2 pupils create altered images using digital equipment.
- Progress in the acquisition of skills is often reflected in cross-curricular work such as the effective use of pastels to produce good standard pieces depicting ironworks from the Victorian period.
- Observational drawing shows progress and an appreciation of texture and shape.
- Upper KS2 pupils experiment with 2-D work; from this pupils have discovered how to create effective 3-D shapes.
- Pupils' portfolios show a substantial range of work covered over time and the standard of pupils' artwork displayed around the school is good.
- Pupils worked with a local artist to produce a large, attractive mosaic which enhances the main entrance to the school.

Shortcomings

- Pupils in both key stages have insufficient knowledge of the work of other artists, including Welsh artists.
- Pupils' ability to work with clay and other malleable materials is underdeveloped.

Music

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils in KS1 enjoy music, they listen attentively and join in with enthusiasm, responding well to instructions.
- They evaluate their performance and make suggestions for improvement.
- Pupils can identify a range of basic instruments and play them appropriately to the pulse and beat of a song. They can recognise the appropriate speed for different types of music and how changes in tempo affect the interpretation of the music.
- Pupils can decode basic music charts and perform proficiently, clapping and slapping appropriately to the speed and volume of the piece.
- In KS2, pupils know the importance of posture, they can sing well with clear diction and improve their performance over the course of the lesson.
- They understand the need for modulation and work hard to control their voices to good effect.
- A good range of specialist individual tuition is available. Children play string and woodwind instruments, individually and in the orchestra. These pupils use their musical knowledge to good effect in class music lessons. Pupils' musical vocabulary is extended; for example, they use terms such as staccato and legato appropriately.
- Pupils respond well to a variety of musical genres especially when the choice of music is extended to include the *Cwricwlwm Cymreig*.

Shortcomings

- In KS1 and KS2, pupils' ability to recognise, choose and organise a range of sounds to make melodic patterns is underdeveloped.
- In KS1 and KS2, pupils' composing skills are underdeveloped.

Physical education

The full range of work was not observed during the inspection but, in the work seen, standards of achievement were satisfactory in KS1 and KS2.

Good features

- In KS1, pupils demonstrate good spatial awareness. They move safely in different directions and at different speeds. They know where they are in relation to other pupils.
- They have reasonable control over their bodies and demonstrate a variety of shapes.
- Pupils know that the heart beats faster after physical exercise and understand that the effects are beneficial in terms of health and fitness.
- In KS2, pupils understand the importance of warming-up before engaging in strenuous physical activity. Pupils in all classes warm-up thoroughly and, in some cases, pupils suggest activities to warm-up different parts of the body.
- Pupils display a good degree of suppleness when performing gymnastic exercises. Some produce good body shapes.

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- They have good spatial awareness and demonstrate good control over their movements.
 - Some pupils display considerable ingenuity in planning their movements, sometimes in pairs, and work in harmony to co-ordinate body movements and shapes.
 - No swimming was observed during the inspection but scrutiny of the school's records shows that all pupils in Y6 swim at least 10m without the use of an aid, and some achieve good standards.

Shortcomings

- In KS1, a number of pupils are heavy on their feet.
- The performance of some pupils in KS1 and KS2 is marred by their lack of concentration.
- In KS1 and KS2, pupils' ability to evaluate their performance and that of others is underdeveloped.

Religious education

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils understand the significance of the birth of Jesus. They write individual prayers; for example, giving thanks for the harvest.
- They describe the things and the people who are special to them and give reasons for their choice.
- They know a number of stories from the Bible, some of them well. These include the Christmas and Easter stories and Jesus healing the man who was sick with paralysis and feeding the five thousand.
- Pupils begin to develop a knowledge of world religions through their study of Hinduism. They know that Divali, the festival of light, is an important event for Hindus. They make attractive rangoli patterns.
- In KS2, pupils extend their knowledge of the main religions through their study of Islam. They know the five pillars of the faith and that Muslims worship in mosques. They know Jews worship in synagogues, that their religious leaders are called rabbis and that Hanukah is the Jewish festival of faith and light.
- Pupils also know Buddha's rules and are familiar with the lifestyle of Buddhists.
- They know a number of parables, including the lost sheep and the parable of the sower. They know also that Jesus performed his first miracle at the wedding in Cana.
- Pupils have a good understanding of the Christian religion, its festivals and rites of passage.
- They know of the life and work of some of the saints, notably St Francis and St Patrick and that the latter was a key figure in the growth of Celtic Christianity.

Shortcomings

- Pupils' work in some classes lacks depth.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school has made satisfactory progress in addressing the key issues identified in the last inspection report.

1. Raise standards of achievement in Welsh as a second language and physical education, in gymnastics in particular.

Standards of achievement are now satisfactory in both subjects throughout the school.

2. Develop further the present procedures for monitoring the curriculum.

The school now has a comprehensive monitoring programme and monitoring in the foundation subjects has already commenced. Monitoring involves examination of teachers' planning, classroom visits and termly scrutiny of pupils' work. The headteacher regularly visits classrooms to monitor standards and the quality of teaching.

3. Define more clearly the key role and basic responsibilities of the SMT.

All co-ordinators have well defined roles. Members of the SMT meet frequently to discuss school issues including curriculum matters. They have a key role in school self-evaluation, producing a staff questionnaire which is used to gather colleagues' views on the school and its performance.

4. Ensure that the expectations of teachers are appropriate, that all lessons are conducted with suitable pace and purpose.

In almost half the lessons seen teachers have high, but realistic, expectations of pupils which have a positive impact on standards, sessions proceed at a good pace and pupils' attention is constantly engaged. There are occasions, however when expectations are not appropriate and here lessons lack pace. Worksheets are generally used selectively and appropriately.

5. Include details of pupils' progress in the foundation subjects in assessment records.

Termly and half-termly testing is carried out in the foundation subjects. Data are collated onto an assessment sheet but their use is currently underdeveloped.

6. Give details in the SDP of the use of surplus finances.

The school carried over a substantial sum from last year's budget but a large proportion of this has been earmarked for the acquisition and refurbishment of a new building for the nursery class. This appears as a target in the SDP.

7. Allocate equal time to individual members of staff for school development work.

Members of staff, in their capacity of curriculum co-ordinators, are given time as necessary to fulfil their roles. The monitoring programme will ensure that time is allocated to staff in line with the responsibilities they carry.

8.2 Key Issues for Action

In order to secure improvement the school needs to:

- improve provision for the under-fives and raise standards in mathematical development and physical development;
- raise standards in KS1 and KS2 by addressing shortcomings in subjects judged to be satisfactory and give appropriate attention to all other shortcomings identified in the report;
- address shortcomings in the quality of teaching;
- address potential safety hazards; secure the outside and corridor doors as pupils pass through and make necessary repairs to the hall floor.

APPENDIX

A. Basic Information About the School

Name of School	Bigyn Primary School
School type	LEA maintained
Age-range of pupils	3–11 years
Address of school	Bigyn Park Terrace Llanelli Carmarthenshire
Post-Code	SA15 1DH
Telephone Number	01554 771817

Headteacher	Mr D L Rees
Date of appointment	1 January 2000
Chair of Governors	Cllr D Prothero
Registered Inspector	Mr R H Jones
Dates of inspection	27 – 30 January 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	19.5	24	36	33	39	36	34	34	255.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	1	11.9

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	22.5:1
Pupil : adult (fte) ratio in nursery classes	11.7:1
Pupil : adult (fte) ratio in special classes	13:1
Average class size, excluding nursery and special classes	27.8
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2002	87.3	91.2	92.8	90.4
Summer 2002	82.7	90.9	89.9	87.8
Autumn 2002	85.7	94.0	93.9	91.2

Number of pupils excluded during 12 months prior to inspection	4 temporary 1 permanent
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1: 2002

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2: 37					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	19	81	0	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	0	0	16	57	27	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	0	24	76	0	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	0	14	86	0	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	0	11	70	19	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	8	86	5	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	78	In Wales	80

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

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS2 Results: 2002								Number of pupils in Y6: 41					
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	n/a	0	0	2	32	42	24	0
		National	0	0	0	n/a	0	1	6	17	46	30	0
	Test/Task	School	0	2	0	0	n/a	n/a	0	22	59	17	0
		National	0	2	1	1	n/a	n/a	5	12	41	38	n/a
Mathematics	Teacher assessment	School	0	0	0	n/a	n/a	0	0	36	42	22	0
		National	0	0	0	n/a	0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0	n/a	n/a	2	27	64	7	0
		National	0	5	1	1	n/a	n/a	4	19	43	30	n/a
Science	Teacher assessment	School	0	0	0	n/a	0	0	2	34	39	25	0
		National	0	0	0	n/a	0	0	2	13	50	33	0
	Test/Task	School	0	0	0	0	n/a	n/a	2	37	54	7	0
		National	0	2	0	0	n/a	n/a	1	10	47	38	n/a

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	49	In the school	54
In Wales	69	In Wales	68

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

D. The Evidence Base of the Inspection

The inspection team comprised four inspectors who were present at the school for a total of 12 inspector days. During that time:

- pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school;
- 40 questionnaires were completed by parents and carefully analysed;
- school policies and documents were examined prior to the inspection;
- discussions were held with the headteacher and curriculum co-ordinators;
- 58 sessions or part-sessions of teaching were observed;
- pupils were heard reading and discussions were held with them about their work as part of the examination of standards in NC subjects and religious education;
- samples of pupils' work were examined in all classes;
- attendance registers, pupils' records and teachers' planning files were inspected;
- inspectors were present at all whole-school acts of collective worship and several class assemblies;
- Post-inspection meetings were held with the staff and the governing body.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
R Jones	RgI	Context Main findings Standards achieved in subjects and Areas of learning Standards achieved in key skills across the curriculum Teaching Curriculum Self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues for action	mathematics Welsh second language geography physical education religious education
C Roberson	Lay	Attendance Partnerships with parents and Community, schools and other institutions Partnership with industry	
S Wormleighton	Team	Moral, social and cultural development Assessment, recording and reporting Provision for pupils with SEN Staffing, accommodation and learning resources	science information technology history music
B Cooke	Team	Behaviour and attitudes Support, guidance and pupils' welfare	under-fives English design and technology art

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