

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

**Burry Port Infant School  
Elkington Park  
Burry Port  
Carmarthenshire  
SA16 0AU**

**School Number: 6692381**

**Date of Inspection: 20 November 2006**

**by**

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Burry Port Infant 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 Burry Port Infant School took place between 20/11/06 and 22/11/06. An independent team of inspectors, led by Dorothy 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 **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## **Context**

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

1. The school serves the community of Burry Port, near Llanelli in Carmarthenshire. There are 108 pupils, between three and seven years of age, on the school register. The school admits pupils to the reception class at the beginning of the term in which they attain their fourth birthday and generally on a full time basis. Pupil numbers have fallen in line with Local Education Authority (LEA) trends in recent years, leading to the loss of one teacher since the last inspection.
2. The school considers its catchment area to be neither prosperous nor economically disadvantaged, although there are some areas which are economically disadvantaged. Twenty-seven per cent of pupils are registered to receive free school meals, a figure that is higher than the local and national average.
3. Pupils attending the school represent the full range of ability. Twenty pupils (19%) are designated as having special educational needs. No pupils have statements of special educational need (SEN). The baseline assessments undertaken on entry indicate an average attainment for most children.
4. English is the day-to-day language of the school and the main medium of teaching and learning. Welsh is taught as a second language. All pupils come from homes where English is the main language spoken.
5. The school has been accredited as an Investor in People, its Basic Skills Quality Mark has been renewed and it has gained the Healthy Schools Award. It has also gained the Schools Curriculum Award.
6. The school was last inspected in September 2000. The headteacher has been in post since January 1993. During the inspection, a supply teacher taught one class.

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

7. The school's aims reflect its commitment to creating a stimulating learning environment where children will be supported and guided to reach their true potential.
8. The school's major priorities and targets for 2006-2007 include;
  - to continue to raise standards further;
  - to create an outdoor learning environment for pupils;
  - to improve pupil attendance; and
  - to prepare for the implementation of the foundation phase.

## Summary

9. Burry Port Infant School is a good school with outstanding features. The school has maintained the good standards since the last inspection, and has further improved the quality of its provision. There is a strong commitment amongst all the school's partners to ensure further improvement. This is underpinned by the headteacher's effective leadership, good teamwork, the high quality of the care and support offered to children and pupils, and the efficient management of all resources. All this enables pupils to achieve well.
10. The self-evaluation report, produced by the school before the inspection, is concise and clear and identifies strengths and areas where improvements are needed. The inspection team agreed with the school's judgements in three of the seven key questions. A higher grade was awarded to the other four key questions. The inspection evidence indicates that the school has been conservative in evaluating the quality of the provision in these key questions.

### Table of grades awarded

11. The inspection team judged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
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 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7 How efficient are leaders and managers in using resources?	Grade 1

### Standards

12. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	10%	84%	6%	0%	0%

13. The school achieves the Welsh Assembly Government (WAG) target for 2007 that standards of achievement are at least satisfactory (Estyn grade 3) in 98% of classes inspected. It also achieves the target that standards of achievement are good or very good (Estyn grade 1 and 2) in 65% of classes inspected.

### Early years

14. The quality of provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

### Areas of learning for under-fives

15. In the six areas of learning inspected, the children's standards of achievement are as follows:

Areas of Learning	Reception
Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Creative development	Grade 2
Physical development	Grade 2

### Grades for standards in subjects inspected

16. In the subjects inspected in Key Stage (KS1), pupils' standards of achievement are as follows:

Subject	Key Stage 1
Welsh second language	Grade 1
Mathematics	Grade 2
Information Technology	Grade 1
Art	Grade 2
Religious Education	Grade 2

17. In the subjects and areas of learning inspected, pupils make good progress and achieve the agreed learning targets and goals. They gain new knowledge, skills and understanding consistently and effectively as they move through the school.
18. In 2006, pupils' attainments in the National Curriculum (NC) assessments, according to teacher assessment, are above the county and national averages in English, mathematics and science.
19. When compared with similar schools across Wales, on the basis of free school meals, pupils' attainments are in the upper 25% in each subject. Similarly, the school's results overall also place the school in the top 25% of schools.
20. In the early years and KS1, the development of the children and pupils in the key skills of literacy, numeracy and information and communication technology (ICT) across the curriculum is good with outstanding features. Throughout the school, pupils' speaking, listening and reading skills are good. Their writing skills are consistently good and outstanding in aspects of KS1 pupils' work across the curriculum.
21. In the early years and KS1, the children and pupils achieve good standards as they apply their mathematical skills confidently in other subjects. Their ICT skills are consistently good and outstanding in aspects of Year (Y) 2 pupils' work across the curriculum. Year 2 pupils use different tools and procedures skillfully and confidently.
22. Pupils' problem-solving skills are well developed and this is evident in subjects such as science, design technology and mathematics. Their creative skills develop well and they apply their skills effectively in subjects such as art, music and physical education lessons.

23. Pupils' bilingual competency is good. Pupils of all ages communicate readily in English. They communicate with increasing accuracy, fluency and understanding in Welsh.
24. Pupils are aware of their personal targets for improvement. Older pupils demonstrate a good awareness of their particular strengths and weaknesses and understand what they need to do to improve the standard of their work.
25. Pupils' attitudes to their learning, the interest they show in their work and their ability to concentrate are good. Pupils' ability to work independently is good in subjects such as information technology and art, but is less well developed overall.
26. Pupils' spiritual, moral, social and cultural development is good. Collective worship and the contribution of visiting speakers contribute strongly to pupils' spiritual and moral understanding. Pupils are consistently involved in the planning of school and classroom rules.
27. Pupils work together effectively and show good development in their personal and social skills. They also welcome visitors warmly to their school and are courteous and confident when speaking with adults.
28. Pupils show a good awareness of equal opportunity issues. They understand that everyone should be treated fairly and that they should respect the views of others. Through circle time, visits, and their work in subjects such as religious education, pupils develop respect for the diversity of beliefs, attitudes and cultural traditions within society.
29. Pupils' behaviour is excellent and an outstanding feature. Pupils have a clear understanding of what is expected of them and are considerate and courteous. This responsible attitude has a positive effect on the progress they make.
30. Pupils' knowledge of their own community is good. Pupils' visits to places of interest, their involvement in local activities and their studies in subjects, such as history and geography, effectively extend their knowledge and understanding. Through a range of visits to local businesses, the contribution of visitors from the community, and participation in high quality projects, pupils have a very good understanding of the world of work.
31. Pupils' attendance averaged 90.4% for the three previous terms. This is below the school's target of 95%. Apart from incidental absence for illnesses, term time holidays are noted as an ongoing issue. Most pupils arrive at school on time and punctuality during school hours is very good. Pupils' attendance is carefully recorded and the school takes full account of the National Assembly for Wales circular 3/99.

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

32. In the lessons inspected, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
10%	70%	20%	0%	0%

33. Teachers have an excellent relationship with their pupils and cater effectively for their learning needs.

34. The good teaching with outstanding features includes characteristics such as teachers' high expectations, tasks and activities that consistently extend pupils' learning, skilled questioning, and good use of a variety of learning resources.
35. Where the teaching is less effective, tasks are not consistently well matched to pupils' learning needs, group activities lack sufficient structure, and the opportunities for the younger children to learn through play are insufficiently extended.
36. The quality of assessment, recording and reporting pupils' progress is good with outstanding features. Teachers assess pupils' achievements and progress rigorously, accurately and regularly. Assessment outcomes are shared amongst the staff and they are used effectively to plan future teaching and learning. The annual reports to parents conform to statutory requirements and note pupils' achievements and skills clearly in every subject.
37. The school offers pupils equal access to a broad and balanced curriculum in the early years and across the key stage. There is very good provision to ensure that pupils acquire the necessary basic and key skills. Provision to ensure that pupils develop an awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig* (Welsh Curriculum) is good.
38. There are outstanding features in the school's approach to raising pupils' awareness and understanding of sustainable development and global citizenship. There is strong emphasis on all aspects of health education, and the promotion of a healthier lifestyle permeates the curriculum and is evident in the school's daily routines.
39. The school's partnerships with parents, other schools, institutions and the local community have outstanding features that enrich pupils' learning experiences. The school's Parent/Teacher Association is very active and provides important funds, which are used effectively to enrich pupils' education and experiences.
40. Provision for pupils with SEN is good with outstanding features and meets the requirements of the Code of Practice. In classes and during withdrawal sessions, teachers and experienced support staff offer pupils with SEN very good support.

### **Leadership and management**

41. The school is very well led by an experienced headteacher. Her leadership and management are purposeful and offer the school a clear sense of direction. High expectations and shared values about pupils' learning are very well reflected in the school's work. The whole staff demonstrate considerable commitment to the school and co-operate well as a team.
42. The school development plan (SDP) is a comprehensive document that clearly sets out the school's priorities. Information gained through the self-evaluation process is used effectively to inform future planning.
43. The governing body is very supportive, well informed and involved in the life of the school. Governors help to set the school's strategic direction and their role in monitoring the quality of provision and pupils' standards of achievement is good.

44. The school has made very good progress since the last inspection. Standards have improved significantly in art, and good quality schemes of work are in place for all subjects.
45. The management and use of resources are outstanding features of the provision. There are enough suitably qualified and experienced teachers and support staff to carry out the work of the school. There is good investment in resources and equipment. They are of good quality and are used effectively.
46. The quality of the accommodation is outstanding and the building offers ample space for the number of pupils on roll. Teaching areas are spacious and provide a very stimulating and well-equipped learning environment. The outside environment is neat and well maintained. The inspectors agree with the school's target to develop the outside garden area as an active learning environment for all the pupils.
47. In terms of the standards pupils achieve and the quality of educational provision, the school offers very good value for money.

## Recommendations

In order to build on the good practice, the school needs to:

- R1. maintain the good standards and address the shortcomings identified in aspects of the work;
- R2. extend the good features of teaching and learning more consistently across the school;
- R3. continue with the good strategies to improve pupil attendance and punctuality;\*
- R4. implement the school target to develop an outdoor learning area for pupils.\*

*(The school has included the recommendations marked with \* in its development plan.)*

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

## Standards

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

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

48. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
49. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	10%	84%	6%	0%	0%

50. The school achieves the WAG target for 2007 that standards of achievement are at least satisfactory (Estyn grade 3) in 98% of classes inspected. It also

achieves the target that standards of achievement are good or very good (Estyn grade 1 and 2) in 65% of classes inspected.

### Early years

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

<b>Areas of Learning</b>	<b>Reception</b>
Language, literacy and communication skills	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Creative development	Grade 2
Physical development	Grade 2

### Grades for standards in subjects inspected

53. In KS1, standards of achievement in the subjects inspected are as follows:

<b>Subject</b>	<b>Key Stage 1</b>
Welsh second language	Grade 1
Mathematics	Grade 2
Information Technology	Grade 1
Art	Grade 2
Religious Education	Grade 2

54. In the subjects and areas of learning inspected, pupils make good progress and achieve the agreed learning targets and goals. They gain new knowledge, skills and understanding consistently and effectively as they move through the school. Pupils with SEN make good progress and achieve the targets set for them.
55. In 2006, pupils' attainments in the NC assessments, according to teacher assessment, are above the county and national averages in English, mathematics and science. When compared with similar schools across Wales, on the basis of free school meals, pupils' attainments are in the upper 25% in each subject. The proportions of pupils achieving the higher level, which is level 3, in these core subjects are above national averages. Compared with similar schools, the school's results overall, namely the core subject indicator, places the school in the upper 25% of schools.
56. In recent years there has been a continuous improvement in the school's results as pupils achieve and frequently surpass their targets. There are no significant differences in the performance of boys and girls.
57. In the early years and KS1, pupils' development in the key skills of literacy, numeracy and ICT across the curriculum is good with outstanding features. Throughout the school, pupils' speaking and listening skills are good. They listen carefully to adults and to other pupils' contributions. Most pupils speak clearly and confidently and the more able pupils use an extended vocabulary with understanding.

58. According to their age and stage of development, pupils across the school use their reading skills well in their work across the subjects. Pupils write for different purposes and the quality of their writing is consistently good. Year 2 pupils produce work of outstanding quality in aspects of their writing across the curriculum. Pupils make increasing use of Welsh literacy skills in a range of subjects.
59. In early years and KS1, pupils achieve good standards as they use their number skills in tasks across the curriculum. Key Stage 1 pupils use and apply their mathematical skills confidently and accurately to calculate and measure in their work in other subjects such as science, design and technology and geography. Pupils' ICT skills are consistently good throughout the school. They make effective use of their skills in using the interactive smart board for class and group activities. Year 2 pupils' work is outstanding in aspects of their work across the curriculum. They use different tools and procedures skillfully and confidently.
60. Pupils' problem-solving skills are well developed and this is evident in subjects such as science and design and technology. Their creative skills develop well and they apply their skills effectively in subjects such as art, music and physical education.
61. Pupils' bilingual competency is good. Pupils of all ages communicate readily in English. They communicate with increasing accuracy, fluency and understanding in Welsh.
62. Pupils are aware of their personal targets for improvement. Most pupils demonstrate a good awareness of the particular strengths and weaknesses in their work. Older pupils know what they need to do next in order to improve the quality of their work and can record these steps effectively on the 'learning bricks' board in the classroom.
63. Pupils make good progress towards fulfilling their potential regardless of their social, ethnic or linguistic background. Pupils with SEN benefit from the individual programmes of support provided by the school.
64. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good. Most pupils work hard in lessons, readily join in the range of activities provided and show enthusiasm for their work. Pupils' ability to work independently is good in subjects such as information technology and art, but is less well developed overall.
65. Pupils work together effectively and show good development in their personal and social skills. They welcome visitors warmly to their school and are courteous and confident when speaking with adults. They understand the need for rules, and the consequences if they are broken.
66. Pupils show a good awareness of equal opportunity issues. They understand that everyone should be treated fairly and that they should respect the views of others. Through circle time, visits, and their work in subjects such as religious education, pupils develop respect for the diversity of beliefs, attitudes and cultural traditions within society.
67. Pupils' behaviour is excellent and an outstanding feature. Pupils have a clear understanding of what is expected of them and are considerate and courteous.

They move around in an orderly manner and exercise effective self-discipline. This responsible attitude has a positive effect on the progress they make. Pupils share worries with playground Buddies and turn readily to an adult if their concerns are more serious.

68. Pupils' knowledge of their own community is good. Pupils' visits to places of interest, their involvement in local activities and their studies in subjects, such as history and geography, effectively extend their knowledge and understanding of their locality. Pupils have a very good understanding of the world of work through a range of visits to local businesses, the contribution of visitors from the community and their participation in high quality projects.
69. Attendance levels averaged 90.4% for the three previous terms. This is below the school's target of 95%. Apart from incidental absence for illnesses, term time holidays are noted as an ongoing issue. Most pupils arrive at school on time and punctuality during school hours is very good. The school monitors and records pupil attendance meticulously and in accordance with the National Assembly for Wales circular 3/99.

## The quality of education and training

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

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

70. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
71. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	70%	20%	0%	0%

72. The teachers have a good knowledge of the NC subjects, religious education, and the Desirable Outcomes for Children's Learning.
73. The excellent relationships between teachers and pupils facilitate effective learning. Teachers and staff treat pupils equally, irrespective of their gender, race or ability. They create a positive work ethos in their classes.
74. Lessons are well planned with clear objectives. Teachers use a variety of teaching strategies and offer pupils a wide range of interesting learning experiences.
75. Pupils' bilingual competency is effectively fostered in lessons. Teachers take every opportunity to develop pupils' Welsh vocabulary and language patterns. There is also good planning and provision to develop the Welsh dimension within a good number of subjects.
76. In the lessons with outstanding features, the following characteristics are evident:
- teachers have high expectations of all pupils and promote their active involvement in learning;
  - teacher presentations are inspiring and stimulating;

- tasks and activities consistently extend pupils' learning;
  - excellent teacher/pupil interaction enables pupils to explore issues in increasing depth.
77. In the lessons with good features, the following characteristics are evident:
- lesson objectives are clear and are shared with the pupils;
  - initial teacher presentations are purposeful and reinforce previous learning;
  - there is good use of a variety of resources to stimulate and support pupils' learning;
  - there is effective use of praise and encouragement.
78. Where the teaching is less effective:
- tasks are not sufficiently matched to pupils' learning needs;
  - classroom organisation lacks sufficient structure to maximise the learning potential of the activities provided;
  - opportunities to develop younger children's learning through play are insufficiently extended.
79. The quality of assessment, recording and reporting is good with outstanding features. The school meets statutory requirements fully.
80. Teachers assess pupils' achievements and progress rigorously, accurately and regularly. They use a wide range of methods including standardized tests, observation strategies, evaluation of key skills, monitoring of pupils' personal and social development and target setting.
81. Very good use is made of assessment outcomes to guide future planning, to identify areas for improvement and to set individual targets.
82. Arrangements for assessing the under-fives are good. The baseline assessment is correctly implemented and targets are set for further development. Children's progress in the six areas of learning is clearly recorded.
83. Teachers keep detailed records and samples of pupils' work in individual pupil profiles. Good arrangements are in place for the transfer of information from class to class.
84. Subject co-ordinators compile useful portfolios of pupils' work. Pupils' work is assessed using NC levels of attainment. The work is also carefully annotated to inform teachers' judgements. The portfolios are used effectively to moderate standards and to illustrate pupils' progress and development to governors and parents.
85. Marking of pupils' work highlights the supportive ethos of the school. Teachers mark work alongside the pupils. Positive comments are included on pupils' work and indicate clearly to pupils what they need to do in order to improve.
86. Pupils have a good awareness of their strengths and weaknesses and understand what they need to do to improve. Teachers routinely ensure that pupils understand the purpose of assessment and encourage them to assess their own work and to identify short-term targets for improvement. During

plenary sessions at the end of lessons, pupils are encouraged to evaluate what they have achieved during lessons. Older pupils offer good observations.

87. The statutory requirements for the regular assessment, recording and review of the needs of pupils with SEN are met.
88. The annual reports to parents conform to statutory requirements. They note pupils' achievements and skills in every subject and offer advice on what pupils need to do to make further progress. Parents value the meetings with staff to discuss their children's progress and development.

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

<b>Grade 1- Good with outstanding features</b>
------------------------------------------------

89. The findings of the inspection team do not match the judgement of grade 2 in the school self-evaluation report. The team judges that the school's provision is good with outstanding features (grade 1). The outstanding features of the provision include the rich curriculum which is offered to pupils, the high quality of pupils' spiritual, moral, social and cultural development, the effectiveness of the school's approach to raising pupils' awareness of sustainable development and global citizenship, and the effective use of a range of partnerships for the benefit of the school and the pupils.
90. The school responds effectively to pupils' learning and provides a broad, balanced curriculum that encompasses the NC, religious education, and the Desirable Outcomes for Children's Learning. The range and high quality of the learning experiences that are consistently offered to pupils of all abilities are outstanding features of the provision.
91. There are detailed policies and schemes of work for all subjects. Provision for pupils' acquisition of basic and key skills is an outstanding feature of the planning and teaching, and pupils use these skills confidently across the curriculum.
92. Provision for pupils' spiritual, moral, social and cultural development is an outstanding feature. School and class collective worship is of a broadly Christian nature and makes a good contribution to pupils' spiritual and moral development. Through stories and songs, pupils learn to consider others and to reflect on the world of nature. Local clergy from different denominations regularly lead worship. Pupils' spiritual development is further developed through regular opportunities to reflect on things they have heard and seen in class sessions and circle-time.
93. The working relationships between staff and pupils are excellent. The atmosphere of mutual respect and consideration is embraced by everyone including midday supervisors, administrative and kitchen staff. School and class rules ensure there is a clear understanding of what constitutes good behaviour, with incentives, rewards and sanctions consistently applied.
94. Pupils' awareness and understanding of sustainable development and global citizenship are good with outstanding features. Pupils are aware of the dangers of pollution to the environment. They are actively involved in an anti-litter

campaign, understand the need to conserve energy and water and know that some materials can be recycled. They know that some villages in Ethiopia have no water supply and are beginning to understand the challenges faced by children in the developing world.

95. The school actively promotes equal opportunities and all pupils have full access to the curriculum, irrespective of ability or gender. Provision across the curriculum promotes equality and celebrates diversity through music, dance and the study of different traditions and festivals.
96. There are outstanding features in the school's approach to the development of pupils' entrepreneurial skills. The school is very successful in raising pupils' awareness to the world of work. Through visits to the post office, shops and retail outlets pupils have first hand experience of different working environments and understand the variety of work undertaken in the locality. All classes make and sell items for the summer fair, actively participating in all parts of the process including decision making, costing, seeking sponsorship, production and selling.
97. The school successfully develops pupils' awareness, understanding and appreciation of the *Cwricwlwm Cymreig* (Welsh Curriculum) in work across the curriculum. Pupils have a good awareness of the culture, language and heritage of Wales as well as the development of their own locality, as depicted by the wall mosaic they made with a local artist. Pupils' bilingual skills are developing effectively and are well supported by the significant amount of Welsh spoken throughout the school day.
98. Planning and provision for pupils' personal and social education are good. Different teaching strategies, including 'circle time', allow pupils to consider issues, and to form opinions which they express with confidence. The school council provides a forum for pupils to be part of the decision making process. The enthusiastic members know they represent their peers and are proud of the projects they have instigated.
99. The health education programme is well established and successfully promotes a healthy, safe lifestyle. Pupils develop good relationships and accept and respect the differences between people. Daily routines help pupils to understand the importance of personal hygiene, rest and exercise, and a healthy diet.
100. The school's partnerships with parents, other schools, institutions and the local community have outstanding features that enrich pupils' learning experiences. There is a highly effective working partnership with the junior school that ensures that relevant information is shared so that the transition is a positive experience.
101. The school has good links with teacher training institutions and colleges. Students are well supported by staff and their contribution enhances the provision for pupils.
102. Parents are very supportive of the school as expressed in the pre-inspection meeting and questionnaires. A constructive home-school agreement is in place and parents are actively encouraged to be partners in their child's education. There is a very active 'Friends of the School' association that supports and organises fund raising activities. These enhance links with the local community and help provide additional resources for the school.

103. The school maintains a high profile in the community, and local businesses regularly sponsor different projects. Accounts of initiatives and successes are celebrated in the local press. The school is currently working in partnership with the 'Prince's Trust' to develop the school's outside environment.
104. The school is committed to life-long learning. Some teachers have undertaken work placements that have contributed to their professional development, and others are planned.

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

<b>Grade 1 - Good with outstanding features</b>
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105. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
106. The outstanding features of the provision include teachers' thorough knowledge of pupils' different needs, the high quality of the care, help and guidance that all pupils receive, the outstanding use of the support of associates and friends of the school, and the high priority given to ensuring the same educational and social opportunity for every pupil.
107. The school is a happy, ordered community where pupils feel safe, valued and supported. All teaching and support staff work effectively as a team providing high quality support and guidance. Beneficial and supportive liaison exists with specialist services.
108. The school enjoys excellent partnerships with parents and carers who appreciate the ready access to the headteacher. Effective procedures are in place to monitor pupils' achievements and to inform parents of their child's progress and to encourage them to support their children towards achieving their targets.
109. There is strong emphasis on all aspects of health education and the promotion of a healthier lifestyle permeates the curriculum and is evident in the daily routines. The school has recently gained the third award in the Carmarthenshire Healthy Schools initiative. The school is a safe and secure environment for pupils, with a full range of comprehensive policies that are implemented effectively. The appropriate risk assessments are undertaken routinely.
110. The high quality of the pastoral care and the procedures for induction and transition are outstanding features. There are effective induction programmes for pupils starting in the reception with an established Language and Play programme that promotes and supports pupils' early literacy skills. Daily routines are well established, sensitive teaching strategies and circle time successfully encourage pupils to share concerns and express opinions. A playground buddy system gives responsibility to older pupils and ensures that the youngest pupils are well supported. The working links with the receiving junior school are very effective and ensure that pupils transfer with confidence.
111. There are outstanding features to the school's policies and procedures to promote good behaviour and eliminate bullying, racial discrimination and all forms of harassment. Codes of conduct are understood by everyone and consistently applied. Positive relationships are actively promoted and pupils

- respond to the high expectations of staff. All pupils, regardless of gender or special needs are encouraged to participate in the full range of experiences offered through the curriculum, off-site visits, and a range of lunchtime clubs.
112. Registration is conducted efficiently in accordance with statutory requirements. The headteacher actively encourages good attendance and punctuality and monitoring procedures are rigorous and thorough.
  113. The school has a clear policy for child protection, which identifies appropriate arrangements. The deputy headteacher is the nominated staff member and there is also a designated governor with responsibility for child protection. All members of staff have received training and are aware of the correct procedures.
  114. The identification and quality of provision for pupils with SEN are good with outstanding features. Policies and procedures fully comply with the requirements of the latest Code of Practice. Through observations, screening tools and a range of assessments, pupils' special needs are quickly identified, ensuring early intervention.
  115. Fifteen pupils are included on the SEN register and they receive very good support and guidance from class teachers, support staff and the additional learning needs co-ordinator. Pupils are very well supported in class through targeted adult support for groups, pairs or individuals. Some are withdrawn for specialist language support programmes. There is excellent liaison and co-operation between all personnel and regular monitoring and assessment ensure that pupils make good progress. Pupils with SEN are fully integrated in the life of the school.
  116. Pupils' individual education plans (IEPs) are effective and include clear targets for literacy, numeracy and behaviour. The plans are reviewed regularly and parents are fully involved in the process and encouraged to support their child's learning. They are formally invited to school three times a year to discuss their child's progress.
  117. The school is highly effective in its efforts to promote diversity and equal opportunities. All pupils are treated equally and with dignity and respect. There are effective policies for equal opportunities, disability and racial awareness. All pupils are encouraged and take part in the activities provided during the day, and in the extra-curricular activities. The school celebrates diversity through its positive ethos, the very good range of activities provided through personal and social education and subjects such as religious education, and through its links with charitable organisations.
  118. The school takes steps to ensure that pupils with physical disabilities are not treated less favourably than able-bodied pupils, with regard to the opportunities and the support they receive. There is a current accessibility plan, and the site and building take very good account of the needs of pupils with physical disability.

## Leadership and management

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

#### Grade 1- Good with outstanding features

119. The findings of the inspection team do not match the judgement of grade 2 in the school self-evaluation report but the team judges that the school's provision is good with outstanding features (grade 1). The inspection evidence indicates that the school has underestimated the impact of the quality of its leadership and strategic management in significantly improving standards, enriching the curriculum and successfully engaging all members of the school community in its work.
120. The school is very well led. The headteacher's leadership and management are purposeful and offer the school a clear sense of direction. High expectations and shared values about learning and behaviour, which promote equality for all, are very well reflected in the school's work. The deputy headteacher provides effective support and is a good role model for colleagues.
121. All members of staff work well together and there is a strong sense of mutual support in order to further the development of the school. Arrangements for workforce reform are being successfully implemented.
122. The school takes good account of national priorities including the development of the Healthy School initiative, the eco schools project and the personal and social education programme. The school's council helps pupils to contribute to the decisions that affect them. The school constantly seeks to raise standards in literacy and numeracy and has gained the Basic Skills Quality Mark. It has also gained the Investors in People accreditation.
123. The school has developed a comprehensive system of monitoring the performance of individuals and teams. They provide the school with good information on its overall performance.
124. Performance management structures are in place. They include focused staff appraisal that contributes to effective professional development. There is a strong commitment to ensuring the continuing professional development of staff. It is guided by the demands of the school development plan or teachers' individual development needs.
125. The SDP is a very well structured document and sets appropriate and realistic targets in a range of issues. Relevant processes are in place for setting and reviewing targets and good progress is being made in addressing the main targets set. Tangible improvements are evident in pupils' standards of achievement and in the quality of the curriculum.
126. There are effective processes in place to set targets for pupils at the end of the key stage. The targets are based on the likely performance of each pupil. Pupils achieve and frequently surpass their personal targets.
127. The governing body, which includes a number of new members, is very supportive and closely involved in the life of the school. Governors fully understand their roles and responsibilities and contribute effectively to strategic

planning. Individual governors undertake specific responsibilities and regularly visit the school to meet with subject co-ordinators and to monitor progress in relation to set targets. They prepare written reports of good quality on their visits, which are discussed in detail by the full governing body.

128. The governing body meets regularly and fulfils its regulatory and legal responsibilities effectively. School policies and documentation give good attention to statutory requirements.

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

**Grade 1- Good with outstanding features**

129. The findings of the inspection team do not match the judgement of grade 2 in the school self-evaluation report but the team judges that the school's provision is good with outstanding features (grade 1). The inspection evidence indicates that the school has underestimated the impact of the climate of critical enquiry that exists in the school, and the rigour of the self-evaluation procedures in improving standards and the quality of provision for its pupils.
130. All staff and governors are committed to school improvement. The process of self-evaluation is very well established and subject leaders, working in partnership with link governors, successfully monitor standards of achievement and the quality of provision.
131. Subject leaders are very well informed through a range of monitoring strategies including studying planning, talking to pupils, looking at pupils' work and analysing data. Their annual reports are shared with all staff and governors, and include recommendations that inform the planning of the SDP. Link governors' report back to the governing body following monitoring visits to school. A three-year rolling programme allows more in-depth evaluation that includes timetabled observations of teaching and learning.
132. The self-evaluation report is comprehensive and clearly identifies the school's strengths and areas for development. It is supported by a wide range of documentary evidence. The findings of the inspection team match the judgement of the school in three of the seven key questions. In the other four key questions the inspection team judged that the school has been conservative in its views in judging provision to be a grade 2. Based on the inspection evidence, it has therefore awarded the school a grade 1 in these key questions.
133. The self-evaluation report is formulated through the direct involvement of the school's partners. All members of staff contribute to the self-evaluation process, and the views of governors, parents and pupils are taken into account, through careful analysis of questionnaires. This is an outstanding feature of the process.
134. The SDP is a strategic document that clearly shows that targets and priorities are closely linked to the outcomes of the self-evaluation process. There is a strong emphasis on raising standards. The action plans identify timescales, operational responsibilities and resource allocations. The budget is closely linked to school priorities. The termly headteacher reports provide the governing body with detailed information on progress towards the targets allowing them to analyse trends over time.

135. The school has made very good progress in addressing the key issues from the last inspection. Standards have improved significantly in art, and good quality schemes of work are in place for all subjects.

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

**Grade 1- Good with outstanding features**

136. The findings of the inspection team do not match the judgement of grade 2 in the school self-evaluation report but the team judges that the school's provision is good with outstanding features (grade 1). Inspection evidence indicates that the school has underestimated the impact of its effective management and efficient use of resources in improving standards and the quality of provision.
137. Pupils are well supported by sufficient, suitably qualified and experienced teachers. They have the knowledge and expertise to teach all aspects of the schools' curriculum. Staff have a very clear understanding of their roles and responsibilities, and are fully involved in whole-school planning, implementation and monitoring provision.
138. The arrangements for providing teachers with periods for planning, assessment and preparation are implemented effectively by using experienced and well trained members of the support staff to release class teachers. Statutory requirements are met, and resources are managed efficiently to achieve value for money.
139. The school has a clear policy for staff development. Staff have attended a very good range of courses, which have contributed well to developing their subject knowledge, teaching and learning. Individual members of staff serve on LEA working parties and contribute to local training programmes.
140. The school has suitably skilled support staff and their work is highly effective in supporting teachers and pupils. The school administrator ensures that daily routines run smoothly and efficiently. All the ancillary staff at the school make a valuable contribution to the school.
141. The quality, range and use of learning resources are an outstanding feature of the provision. There is a very good range of resources to support the whole curriculum. Staff and pupils make extensive use of the resources enabling the school to offer a broad and enriched curriculum. Pupils have access to good ICT equipment and there is very effective use of the interactive whiteboards, for example, in promoting work across the curriculum.
142. The quality of the accommodation is outstanding and offers ample space for the number of pupils on roll. The outside environment is neat and well maintained. The school has a target to develop the outside garden area as an active learning environment for the pupils. The building allows good access for the disabled.
143. The building is bright, clean, well maintained and provides a highly welcoming environment. Teaching areas are spacious and provide a very stimulating and well-equipped learning environment. The colourful displays on classroom walls and in the foyers make an effective contribution to creating an ethos, acknowledging pupils' work and celebrating their achievements.

144. Financial management is good. Systems for day-to-day financial management are well established and there is effective use of governors' specialist expertise to support the school. The governing body and headteacher, effectively supported by the school's administrative/finance clerk, review, prioritise and monitor resource needs in line with SDP targets. Actual expenditure reflects the school's priorities.
145. The regular auditing and reviewing of resource needs enables the school to make efficient use of all its resources. In terms of the standards pupils achieve and the quality of educational provision, the school offers very good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under fives**

146. The provision for the under-fives is appropriate and children make good progress towards the Desirable Outcomes for Children's Learning.

#### **Language, literacy and communication skills**

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

###### **Good features**

147. Children listen very well in class and group sessions and can recall accurately what they have heard. They are able to respond appropriately to questions and instructions in English and Welsh. Children enjoy talking to visitors and are able to describe their activities and experiences effectively. They use language well in different role-play situations and participate confidently in class discussion, using a range of appropriate vocabulary.
148. Children's early reading skills are developing well. Children enjoy looking at books and understand that some contain stories and others provide information. The youngest pupils know the initial sounds of some letters. Older pupils can read simple text demonstrating enjoyment and understanding.
149. Children respond positively to the many opportunities to write and are confident to make marks on paper when writing lists in role-play. They all attempt to write their name with usually correct formation. The older children trace or copy the teacher's writing and the more able can write simple sentences correctly.

###### **Shortcomings**

150. There are no important shortcomings.

#### **Personal and social development**

##### **Grade 1: Good with outstanding features**

###### **Outstanding features**

151. The children are developing good self-esteem and confidence. They show excellent attitudes to their learning and persevere well when solving problems or completing tasks. They have a very good awareness of their own needs and those of others. Most behave very well, are polite and co-operate with each other effectively. Most children demonstrate a high level of independence during

physical education sessions, in the dining hall and managing their personal hygiene. They participate fully in whole-school assemblies.

### **Good features**

152. Children are happy in school and explore and experiment confidently with new learning opportunities. They form effective relationships with other children and adults. They have a sense of fair play and they take turns. They concentrate well for increasing lengths of time.

### **Shortcomings**

153. There are no important shortcomings.

### **Mathematical development**

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

##### **Good features**

154. Most children can accurately match and sort a range of objects. They can sort according to size, colour and number correctly. Children count confidently forwards and backwards demonstrating a good grasp of numerical order. Most children recognise and count numbers to 10 and understand the concept of more and less. The more able recognise numerals beyond 20. They sing a range of number rhymes correctly.

155. Children have a good knowledge of money and coin values. They can find different coins to make up given amounts. They can name two-dimensional shapes and describe their properties. The more able use mathematical language correctly.

##### **Shortcomings**

156. There are no important shortcomings.

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

#### **Grade 1: Good with outstanding features**

##### **Outstanding features**

157. Children have a very good understanding of change over time. They know the main characteristics of the different seasons and can talk about hibernation. They know they have changed since they were babies and can name things they are able to do now that they are older.

158. Children know that there are different countries in the world and these can be located on maps. They know that hot countries need more water and that some villages do not have wells. They can name some fruits that grow in hot countries. Children know that they live in Wales and use the language with increasing confidence.

##### **Good features**

159. Through role-play and visitors to school, children know about the different jobs people do and can explain their roles. They know that it is important to have a healthy lifestyle and can name foods that are good for you and not so good for you. Children work confidently on the computer and the interactive smart board.

##### **Shortcomings**

160. There are no important shortcomings.

## **Physical development**

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

#### **Good features**

161. Children's fine motor skills are well developed. They use a range of tools with good control including scissors, writing implements, crayons and paint brushes. They can model with plasticine, print with different objects and successfully manipulate construction blocks. They handle cutlery at dinner times very well.
162. Children demonstrate good control and co-ordination in physical education sessions. They can move in different ways and in different directions demonstrating good spatial awareness. Children use the large apparatus with confidence, working at different levels. The older children's jumping and landing skills are very good. The children are aware of safety issues and show great care when moving the apparatus.

#### **Shortcomings**

163. There are no important shortcomings.

## **Creative development**

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

#### **Good features**

164. Children know and enjoy singing a range of songs and rhymes in English and Welsh, using actions where appropriate. Their singing is rhythmic and tuneful. Children can talk about instruments they have made at home and can explain how the sounds are produced.
165. Children produce an effective range of pictures, patterns and collages. They can draw, paint and print using a range of media. They can mix paints effectively. They make choices about colour and pattern when designing and making banners and hats for a party. In role-play situations they successfully assume different roles and happily include visitors in their play.

#### **Shortcomings**

166. There are no important shortcomings.

<b>Welsh second language</b>
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### **Key Stage 1: Grade 1: Good with outstanding features**

#### **Outstanding features**

167. Pupils use the Welsh language confidently and skilfully in different contexts and for different purposes. They listen well and speak with considerable enthusiasm demonstrating excellent attitudes to learning the language. With increasing understanding, pupils ask questions independently to find out information. They apply their developing vocabulary effectively as they undertake a range of tasks across the curriculum.

#### **Good features**

168. Pupils listen well to stories and presentations and readily answer questions using familiar speech patterns and accurate vocabulary. They speak with good

pronunciation and intonation. Pupils respond accurately to instructions and greetings. They know and sing rhymes, and interpret action songs effectively.

169. Pupils read their own work with understanding and their pronunciation is good. The more able readers read simple books with clear expression and suitable intonation. They display a good understanding of the content of the books they read.

170. Pupils write for different purposes and record their experiences accurately using a range of patterns and relevant vocabulary.

### **Shortcomings**

171. There are no important shortcomings.

## **Mathematics**

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

#### **Good features**

172. Most pupils have a good understanding of number bonds and patterns. They count confidently forwards and backwards, can recognise and name larger numbers, and can count accurately in multiples of twos, fives and tens. Pupils know the difference between odd and even numbers and can double numbers correctly. Most pupils have a secure understanding of place value.

173. Pupils use mental addition strategies correctly to calculate simple number problems. More able pupils can explain their methods of working well.

174. Pupils know the value of different coins and can calculate small sums of money. They have a good knowledge of two-dimensional shapes and can identify the features of more familiar three-dimensional shapes.

175. Pupils gather data and present it accurately in the form of simple graphs. They access information technology confidently to handle data and to produce mathematical graphs and charts.

176. Pupils use mathematical language appropriately and demonstrate a good understanding of a range of terms.

#### **Shortcomings**

177. A small minority of older pupils find difficulty in correctly interpreting a mathematical problem, particularly when it involves larger numbers.

## **Information technology**

### **Key Stage 1: Grade 1: Good with outstanding features**

#### **Outstanding features**

178. Older pupils use information technology confidently and skilfully for different purposes. They apply their skills independently and successfully as they undertake a range of tasks across the curriculum. More able pupils can describe knowledgeably their choice of tools for a particular task.

### **Good features**

179. Pupils use word processing and data handling software confidently to achieve specific outcomes. They load, save and retrieve information from files. They can choose appropriate fonts and change their size and colour. They can modify the text as required and print their completed work.
180. Pupils use their skills well to record data and to produce graphs to present their findings. They make good use of art packages to create pictures and patterns.
181. Pupils make effective use of a range of CD ROMs to develop their linguistic and mathematical skills and to gather information on a range of topics. Older pupils research favourite topics independently and present their findings effectively in the form of illustrated booklets. Older pupils understand the purpose of e-mails. With adult support, they compose and send e-mails to other pupils in the school.
182. Pupils of all ages use the interactive smart board effectively to undertake tasks independently across the curriculum and to present answers during class activities.
183. Most pupils are familiar with the digital camera to record visits and activities. They use listening centres purposefully to extend their listening skills.
184. Pupils know that computers play an important part in everyday life and can comment on their use in different contexts.

### **Shortcomings**

185. There are no important shortcomings.

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

#### **Good features**

186. Pupils work confidently with a wide range of media including pastels, paint, ink, charcoal and crayons. They practise and refine their skills and produce some work of a very good standard. Pupils' detailed drawings enhance their work across the curriculum and they also use the computer confidently to produce pictures.
187. Pupils use sketchbooks effectively to record and refine observational drawings. They demonstrate a good understanding of line and tone, and use paint and pastels effectively to create light and shade.
188. Pupils experiment with different materials and techniques, in two and three dimensions, to produce effective work. They have an increasing awareness of texture through producing collages using man-made and natural objects. They have worked with a local artist to produce an impressive mosaic depicting the development of the locality.
189. Pupils consider themselves as artists and respond imaginatively to different stimuli including magazine advertisements and materials they have gathered. They are proud that their work is displayed around the school and of the exhibition when pictures were auctioned to raise school funds.

190. Pupils know the work of Augustus John and have produced some effective portraits in the same style. They have studied pictures of sculptures by Andy Goldsworthy and can talk about their experiences when working with clay.

### **Shortcomings**

191. A small minority of pupils have a limited recall of the work of famous artists.

<b>Religious education</b>
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### **Key Stage 1: Grade 2: Good with no important shortcomings**

#### **Good features**

192. Pupils have a developing understanding of Christian beliefs and values. They can talk about a visit to the local church and can explain the significance of a Christening service. They know that worship is important in all religions and can write sensitive prayers to contribute to acts of collective worship.

193. Pupils know that the Bible is the special book for Christians. They know the festivals of Christmas and Easter and can talk about their significance. They can recall stories from the Old and New Testaments and know some of the miracles performed by Jesus.

194. Pupils know that St. David was a good man. They can recall the story of Mary Jones and her quest to have a Bible of her own.

195. Pupils know the religious significance of a range of artefacts from different faiths. They recall details from their visit to the synagogue. They talk about the traditions and teaching of the Jewish faith and know that the Torah is the special book for Jews.

196. Pupils know that Hindus celebrate Diwali. Through role-play, they demonstrate an understanding of the customs associated with that festival and knowledge of the stories of the faith.

197. Supported by a caring community, pupils feel a responsibility for those less fortunate than themselves. They demonstrate friendship, and respect the views of others.

#### **Shortcomings**

198. A small minority of pupils have an insecure recall of the topics studied.

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

The governors, headteacher and staff are delighted with the findings of our inspection report and are pleased that the inspectors identified so many outstanding features at our school.

The report recognises the effective leadership, the good teamwork, the high quality of the care, help and guidance offered to pupils and the efficient management of all resources.

The inspection encouraged the school to look at every aspect of its provision and the preparation of the self-evaluation report was a rewarding exercise. The inspection report makes it clear that the school underestimated its outstanding features when coming to a judgement. We are very pleased to have achieved four key questions upgraded to a grade 1.

We are particularly pleased that the range and high quality of the learning experiences that are consistently provided for pupils of all abilities are outstanding features of our provision.

It is very gratifying that pupils across the age and ability range achieved good or better standards in the subjects inspected. Also that the school has maintained the good standards and improved the quality of its provision since the last inspection.

The inspectors observed that the working relationships between all staff and pupils and pupils' behaviour were excellent. We are proud of our pupils and of their achievements.

Action plans to address the recommendations in the report will be incorporated in the SDP and a copy will be sent to all parents and carers. Staff and governors will implement the appropriate action and monitor progress during the year.

We would like to thank the inspection team for their fair and constructive report and for the professional and courteous manner in which the inspection was conducted.

## Appendix 1

### Basic information about the school

Name of school	Burry Port Infants
School type	Nursery and Primary
Age-range of pupils	3 - 7
Address of school	Elkington Park Burry Port Carmathenshire
Postcode	SA16 0AU
Telephone number	0 1554832759

Headteacher	Mrs M E Parker, MBE
Date of appointment	January 1993
Chair of governors	Cllr P E M Jones
Registered inspector	Miss D Morris
Dates of inspection	20-22 November 2006

## 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	-	51	27	30	-	-	-	-	108

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	2	6.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.6:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.6:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of School
Autumn 2005	86%	94%
Spring 2006	86%	89%
Summer 2006	88%	93%

Percentage of pupils entitled to free school meals	27%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

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

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		25		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School		4	4	44	48
		National		4	12	64	20
Mathematics	Teacher assessment	School			8	48	44
		National		2	10	63	24
Science	Teacher assessment	School			4	44	52
		National		2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	92%	In Wales	81%

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

## Appendix 4

### Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors who were present in the school for six inspector days. A peer assessor and a nominee also formed part of the inspection team.
- Pre-inspection meetings were held with the parents and the governing body to discuss the life and work of the school.
- Parents completed 27 questionnaires and they were carefully analysed.
- Discussions were held with the headteacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- Twenty lessons were observed, as well as other parts of teaching sessions.
- Inspectors listened to pupils from the whole ability range in every year-group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunch-time and the beginning and end of school sessions.
- The inspectors attended daily collective worship.
- Post-inspection meetings were held with the staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs D Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 2, 5, 7 Appendices Subjects- mathematics, Welsh second language, information technology
Mrs C Phillips Team Inspector	Key Questions 3, 4, 6 Subjects- Under 5s, art, religious education
Mr G Jones Lay Inspector	Contributions to key questions 1, 2, 3, 4, 7
Mrs E Parker Headteacher	Nominee
Miss I Hind Peer Assessor	Contributions to Questions 1, 2, 3, 4, 7

### **Acknowledgement**

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

### **Contractor:**

EPPC/Severn Crossing Ltd.  
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