

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

A Report on the Quality of Education in

**Copperworks Infant & Nursery School
Neville Street,
Llanelli
SA15 2RS**

School Number: 6692152

Date of Inspection: 21 May 2007

by

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17717**

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Copperworks Infant & Nursery 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 Copperworks Infant & Nursery School took place between 21/05/07 and 23/05/07. An independent team of inspectors, led by Luned Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Copperworks Infant and Nursery School is situated in an urban area, approximately half a mile south of Llanelli town centre. It is the oldest school in Llanelli; the original school building still stands. The school caters for pupils from three to seven years of age and is one of only a few schools in the area, which includes a nursery unit. The great majority of pupils live in the surrounding Glan-Y-Mor area, which has Community First Status. The local education authority (LEA) is Carmarthenshire.
2. The school has been threatened for some time with closure as part of the LEA reorganisation programme.
3. Within the five classes, there are 124 pupils on roll, a figure that includes the equivalent of 39 full time nursery age children. There are seven teachers, all of whom are full-time members of staff. All classes are situated within the main school building except the one that is situated in a demountable classroom. Children's ability on entry is consistently below local and national averages.
4. Around 25 per cent of pupils are registered as being entitled to receive free school meals; there has been a steady decrease in the number in recent years because of the redevelopment of the coastal area and the substantial housing developments. However figures are still above average. The vast majority of pupils, some 95 per cent, come from homes where the predominant language spoken is English; some four per cent are from ethnic minority groups and around one per cent speaks Welsh at home. The school receives pupils who are children of parents trained as missionaries in a nearby Missionary Centre; this results in pupils' movement between countries for some periods and in de-registrations for periods of time. Two pupils are looked after by the local authority.
5. Thirty three percent of pupils, a figure above average, are identified as having special educational needs (SEN); four are statemented. No pupils have National Curriculum disapplications and none has been excluded during the last year.
6. The school was last inspected in May 2001. It has received the Basic Skills Quality Mark in 2003 and 2006.

The school's priorities and targets

7. The school's priorities are to:
 - create a happy and reassuring atmosphere to stimulate and develop the child as an individual;
 - provide a stable and consistent routine within which the child can develop a feeling of confidence;
 - ensure the provision of a safe and secure environment where the child can gain balance and initiative;
 - develop the necessary skills for social interaction with a peer group and with adults;
 - facilitate the acquisition of intellectual skills and knowledge to the maximum of each child's potential and ability;
 - instil an awareness of a useful and fulfilling involvement in society and appreciate locality, culture, heritage and tradition;
 - nurture a caring and sympathetic attitude towards others and an awareness of the spiritual dimensions of life;
 - encourage an awareness and understanding of the individual's physical being and the need for a healthy body;
 - ensure an effective progression through the various stages of development; and
 - experience the flexibility of adapting to an ever changing society.

8. The school's present priorities as outlined in the School Development Plan are to:
 - raise standards in oral skills;
 - improve pupils' performance in relation to number in mathematics;
 - meet its responsibilities in the provision for disabled pupils;
 - develop a variety of stimulating and educational areas in the playground to improve the quality of outdoor play;
 - implement the Healthy Schools strategy;
 - strengthen the governing body's role in monitoring and evaluating and extending their formal links with the school;
 - address the needs of pupils who are at risk of under performing.

Summary

9. Copperworks Nursery and Infant School is a good school. All adults who work within the school community work effectively as a team and use the accommodation well to provide an exciting, stimulating environment. The quality of life is good. The curriculum provides pupils with relevant and enriching experiences; the community of the school, the town of Llanelli and Wales are used imaginatively as focal points in pupils' learning. The school's provision for bilingualism is an outstanding feature. Other notable features are pupils' awareness of the need to preserve the planet for the future and the need for healthy living. These features provide pupils with a sound foundation for their future lives.
10. The inspection team agreed with the school's judgements in its self-evaluation report in four key questions. In the other three questions; the team felt that the school had underestimated its performance and therefore awarded the school a higher grade in these questions.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 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 2
7 How efficient are leaders and managers in using resources?	Grade 2

11. Standards in lessons in subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	67%	16%		

Grades for standards in subjects inspected

English	Grade 2
Mathematics	Grade 2
Design technology	Grade 2
Information technology	Grade 2
History	Grade 1
Geography	Grade 2

12. Standards of achievement in sessions observed in subjects inspected were higher than Welsh Assembly Government (WAG) Learning Country targets for 2007 which are that standards of achievement are at least satisfactory (Grade 3) in 98 per cent of lessons inspected and at least good (Grade 2) or better in 65 per cent of lessons observed. These figures also compare well with the national picture as published in Her Majesty's Chief Inspector of Schools' Annual Report for 2005-6, where Grade 2 is 65 per cent and Grade 1 is 12 per cent.
13. The overall quality of the provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
14. Although cohorts vary on a year-on-year basis, baseline assessments indicate that ability on entry is consistently below local and national averages. This is especially true in language skills.
15. Pupils' progress in learning is good. Learners succeed regardless of their ethnic and linguistic background and the majority reach their potential. Pupils have a clear knowledge of how they are progressing, but are less aware how they can improve on their achievements.
16. The Core Subject Indicator which is the number of pupils who achieve a level two, the level expected of pupils who are seven years of age, in the three core subjects of English, mathematics and science was higher than national and county levels. In comparison with other schools in the same free school meals group, the school is in the upper 25 per cent in mathematics and in the upper 50 per cent in English and science. The Core Subject Indicator was in the upper 50 per cent. There is no significant difference between the performance of boys and girls.
17. In both the under-fives' and key stage 1 classes, standards in the key skills of listening, speaking, reading, writing, numeracy and the use of information and communication technology (ICT) are good overall. Standards in bilingualism are outstanding.
18. The development of pupils' personal and social skills is consistently good and displays some outstanding features. Pupils have a very positive attitude to school and are happy and settled throughout the day. They show an avid interest in their activities and respond to teachers and peers with enthusiasm.
19. Pupils' behaviour is good and has improved considerably since the last inspection. They are friendly and polite to visitors and are prepared well for the next stage in learning and later life.
20. Attendance has averaged 92 per cent over the last three terms and compares closely with the percentage for similar schools. Punctuality is good.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	69%	16%		

22. These figures match closely the national picture published in Her Majesty's Chief Inspector for Schools' Annual Report for 2005-2006, where overall the quality of teaching in primary schools is reported to be a Grade 2 in 62 per cent of lessons and Grade 1 in 17 per cent.
23. Teaching is good overall in all three under-five classes and in Year 1. It is often outstanding in the Year 2 class. A strength of the teaching is the increasing use of varied and challenging learning strategies. Teachers have good subject knowledge and lessons are well planned.
24. The best lessons are presented with imagination and the good use of resources. Occasionally however the lessons lack a crisp and urgent pace and teachers do not always establish clear enough expectations for the use of time or provide sufficient opportunities work or discuss how pupils can improve their work.
25. The school has policies in place that successfully promote equal access and opportunity for all pupils. Assessment procedures are rigorous and challenging and meet statutory requirements. Formats of annual reports to parents is an outstanding feature.
26. The curriculum provided is broad and balanced and fulfils statutory requirements. The relevance of the curriculum to the pupils of Copperworks School is outstanding. Enriching links between all areas of learning and National Curriculum subjects is an outstanding feature. Pupils' varying abilities are considered constantly in the planning.
27. The school's provision for key skills is good overall while provision for bilingualism is outstanding. Provision for personal and social development is also outstanding. Pupils have a good realisation that conforming, in order to establish a quality environment, impacts on their enjoyment of school.
28. Provision for spiritual, moral and cultural development is outstanding. An awareness of awe and wonder is a consistent element of the school day. Pupils have a striking awareness of the *Cwricwlwm Cymreig* and also have a sound understanding of features that relate to other cultures. Pupils develop a very good understanding of diversity.
29. Links with parents and the community are outstanding. The school is very active in seeking to work closely with families and partnership with the community includes many links; the impact of these is very beneficial for pupils.

30. There are many outstanding features in the way the school cares for and supports all pupils equally. The well-being of pupils has a very high priority and the school meets the needs of the range of pupils.
31. Induction programme for new entrants makes sure that all new children are very well cared for. Buddy systems and school council helpers support newcomers and well embedded. Transition links with the junior school support pupils well.
32. Procedures for monitoring behaviour are clear and effective and pupils know what is expected of them. The monitoring of attendance and punctuality is good. A good range of policies and procedures ensure the health and safety of pupils.
33. The school's procedures for diagnosing the learning needs of pupils with SEN has some outstanding features. All pupils receive high quality care and support with account taken of their background.
34. Policies and procedures in place for equal opportunities, race equality and the elimination of oppressive behaviour and bullying are very effective.

Leadership and management

35. The school has appropriate aims and objectives which set a clear direction and reflect a community where all pupils and adults are valued.
36. The school is very effectively lead by the head teacher. Levels of communication are clear, relationships are positive and there is a strong sense of purpose.
37. Curriculum co-ordinators carry out their managerial responsibilities efficiently and effectively. They are establishing their roles in self-evaluation effectively and their monitoring focuses on raising standards in subjects. They do not however observe and evaluate in detail how quality of teaching impacts on standards so that the good practice in the school can be shared effectively.
38. The school's commitment to new initiatives is outstanding. Performance data is analysed carefully and shows the commitment to raising standards. The School Development Plan is a comprehensive document and further reflects the school's commitment to raising standards.
39. The self-evaluation process is directly linked to plans for improvement. Progress made since the last inspection has been good.
40. The school has made an impressive start in including pupils in the school self-evaluation process. Parents have received questionnaires from the school and have put forward their opinions on school life but this arrangement is not yet fully embedded.

41. The governing body is very supportive of the school but is aware of the need to develop members' subject responsibilities, including their role in monitoring the curriculum further.
42. An outstanding feature is the very effective and imaginative use made of the accommodation. The building is nurtured and maintained to a very high standard. Despite its age it provides very suitable and appropriate accommodation for the numbers on roll and serves the community well. The outside play areas have been greatly improved since the last inspection. Staff are deployed well.
43. The school has sufficient good quality resources in all subjects and areas of learning. These are efficiently managed and used well and are closely matched to the needs of the school. The use of resources is regularly reviewed and the school gives good value for money.

Recommendations

In order to continue the progress made by the school in recent years the staff and governing body need to:

- R1 further raise standards in subjects inspected and address the minor shortcomings identified in English and geography;
- R2 continue to develop the school's monitoring strategies to include monitoring issues related to the quality of teaching identified in the report;
- R3 continue to develop the role of pupils, staff, parents and governors in the school's self-evaluation systems.

Aspects of R1 and R3 are already issues identified by the school in its self - evaluation report.

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

44. The inspection team's findings match the judgement made by the school in its self-evaluation report.
45. Standards of achievement in sessions observed in subjects inspected were higher than WAG Learning Country targets for 2007 which are that standards of achievement are at least satisfactory (Grade 3) in 98 per cent of lessons inspected and at least good (Grade 2) or better in 65 per cent of lessons observed. These figures also compare well with the national picture as published in Her Majesty's Chief Inspector of Schools' Annual Report for 2005-6, where Grade 2 is 65 per cent and Grade 1 is 12 per cent.

Grades for standards in subjects observed during the inspection:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	67%	16%		

Grades for subjects inspected:

English	Grade 2
Mathematics	Grade 2
Design and Technology	Grade 2
Information Technology	Grade 2
History	Grade 1
Geography	Grade 2

46. The overall quality of the provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
47. Although cohorts vary on a year-on-year basis, baseline assessments indicate that ability on entry is consistently below local and national averages. This is especially true in language skills.
48. Pupils' progress in learning is good; their competence in problem solving and creative activities in particular, helps them develop new ideas and become confident, independent learners. The majority apply these skills well in a range of contexts. Pupils have a clear knowledge of how they are progressing, but are less aware how they can improve on their achievements.
49. Learners succeed regardless of their ethnic and linguistic background and the majority reach their potential. Pupils with additional learning needs and those with SEN make appropriate progress and invariably reach their potential; this has been especially true since the school has prioritised to target

underachievers. Support provided for more able pupils also ensures that they perform to the best of their ability.

50. In 2006 results in teacher assessments for pupils who are seven years of age showed a significant improvement from previous years, despite the fact that the cohort had a slight increase in the number of pupils with SEN.
51. The Core Subject Indicator which is the number of pupils who achieved a level two, the level expected of pupils who are seven years of age, in the three core subjects of English, mathematics and science was higher than national and county levels. The improvement from the previous year ranged from 11 per cent in English, 13 per cent in science and 16 per cent in mathematics. Pupils who attain a level three in the Core Subject Indicator has been higher than LEA levels for two out of the last three years. In comparison with other schools in the same free school meals group, the school is in the upper 25 per cent in mathematics and in the upper 50 per cent in English and science. The Core Subject Indicator was in the upper 50 per cent. There is no significant difference between the performance of boys and girls.
52. In both the under-five and key stage 1 classes, standards in key skills are good overall. From a low linguistic level, the majority achieve good standards in listening, speaking, reading and writing. A few children under-five and pupils in key stage 1 however, lack confidence in oral skills. Pupils listen well to presentations introducing exciting activities and develop good speaking, reading and writing skills when they write a range of stories and record activities in interesting ways. Pupils enjoy working with numbers and collect data effectively. The application of their ICT skills across a number of areas of learning and subjects reinforces knowledge and skills. This ensures that pupils display high standards of independence, confidence and creativity. This is especially evident in pupils' abilities when using inter-active whiteboards.
53. Standards in bilingualism are outstanding. Progression shown in pupils' linguistic skills of listening, speaking, reading and writing in Welsh is consistent across classes; pupils at the upper end of the key stage have a very high level of language acquisition. They ask and answer questions confidently and use their Welsh readily on all occasions. This has a marked effect on their self-esteem and self-worth.
54. The development of pupils' personal and social skills is consistently good and displays some outstanding features. Pupils have a very positive attitude to school and are happy and settled throughout the day. They show an avid interest in their activities and respond to teachers and peers with enthusiasm. They join in activities willingly, share, take turns and appreciate the efforts of others. They co-operate well on the playgrounds where they enjoy their play. Pupils understand that although people are all different they need to be treated equally.
55. Pupils' behaviour is good and has improved considerably since the last inspection. They are friendly and polite to visitors. Parents recognise that the

happy ethos in the school encourages good behaviour. Pupils know what is expected of them and those who at first find it hard to meet the school's expectations, conform well to the clear and kindly guidance given by staff.

56. Attendance has averaged 92 per cent over the last three terms and compares closely with percentages for similar schools. Analysis of data shows that a bout of illness affecting the school was responsible for the figure in one term falling below 90 per cent. Parents occasionally take their children on holiday during term time. The school sets targets for attendance and this year is likely to exceed them. Registers meet the requirements of WAG Circular 3/99. Punctuality is good.
57. Membership of the School Council, Eco Committee and Health Committee constitutes a different set of pupils. This outstanding feature ensures that as many pupils as possible are involved in discussions and the sharing of ideas on aspects of school life. Pupils also talk eagerly and sensitively when they all come together in 'circle time' sessions. They have a range of responsibilities as class helpers and their personal targets displayed on classroom walls promotes an awareness of the need to take responsibility for their own learning.
58. Pupils are confident and thus well prepared for the next stage in learning. The active part they play in their learning serves them well for the next stage of their development. They become increasingly very independent through skills they establish in ICT and consolidate independence further through role-play activities and visits. Pupils' activities in relation to Eco School and Healthy Living initiatives also prepare them well for later life.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

59. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
60. The quality of teaching observed in lessons during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	69%	16%		

61. These figures closely match the national picture published in Her Majesty's Chief Inspector of Schools' Annual Report for 2005-2006, where overall the quality of teaching in primary schools is reported to be a Grade 2 in 62 per cent of lessons and Grade 1 in 17 per cent.
62. Teaching is good overall in all three under-five classes and in Year 1. It is often outstanding in the Year 2 class. Activities are well planned to stimulate and challenge all abilities and to promote increasing independence in learning in all classes.
63. The school establishes good working relationships that foster learning. Team work between teachers and support staff, including learning support assistants and care assistants makes a very good contribution to the effectiveness of teaching throughout the school. This is an outstanding feature.
64. Teachers have good subject knowledge and their lessons are planned well. Key skills are given appropriate emphasis and promoted across the curriculum. Teachers make outstanding use of incidental Welsh to challenge pupils. This is an outstanding feature.
65. Skills required for all subjects are broken down into small steps that effectively ensure pupils' progress through the school. Lessons have clear learning objectives, and in the best instances these are shared with pupils throughout the lessons. The best lessons are presented with imagination and the good use of resources. Many activities include practical investigations, role-play and drama.
66. Teachers make effective use of a range of teaching activities to meet the varying needs and abilities of the pupils. They set individual and class targets which are shared with the pupils, and organise learning groups effectively so as to maximise the full potential of each pupil.
67. Members of staff make good use of appropriate learning resources and materials which challenge each pupil and support them to achieve their

targets. Each pupil's progress is tracked and analysed and the information gathered used to inform future planning and provision.

68. A strength of the teaching is the increasing use of varied and challenging learning strategies. This equips pupils well to work in teams and individually and to develop good problem solving strategies, for example in mathematics and design and technology.
69. There are, however, shortcomings in a minority of lessons. Occasionally the lessons lack a crisp and urgent pace and teachers do not always establish clear enough expectations for the use of time. Although pupils are often provided with opportunities at the end of sessions to show what they have achieved, teachers do not always provide opportunities for the evaluation of their work or discuss how they can improve.
70. All teachers make good use of ICT, including the inter-active whiteboard, to communicate ideas and involve pupils in their learning. For example, they use internet presentations in history and science.
71. Pupils with additional learning needs are taught well. The special education needs co-ordinator (SENCo) and trained teaching assistants provide high quality teaching in small steps for early language and mathematical development. Teachers make good use of Individual Education Plans to match work to pupils' needs. However, in a minority of instances, support and withdrawal procedures are not always structured in the best possible way.
72. The school meets the language needs of learners extremely well. The 'athrawes fro' works alongside the classroom teacher to provide a stimulating learning environment giving pupils confidence and encouragement and ensuring outstanding progress in their Welsh and bilingual skills.
73. The school has policies in place that successfully promote equal access and opportunity for all pupils. Teachers and members of support staff know their pupils well and ensure that in all aspects of school life, there is equal opportunity for all.
74. The development of more precise and usable assessment procedures has been a key tool in raising standards. Assessment procedures are rigorous and challenging and meet statutory requirements. Teachers make good use of a variety of tests and use the results to inform future planning and set targets for learners.
75. Pupils' involvement in assessing their own work and setting targets for their own performance is at an early stage of development.
76. Teachers' comments when marking pupils' work are encouraging and in a few instances provide written suggestions as to how each pupils could improve their work. However, this aspect is not fully developed.

77. The school provides annual reports on each pupil's progress to parents and these include future targets for the pupils. Different formats are provided for part time children in the nursery, full time children in the nursery, reception age children and pupils in Year 1 and Year 2. This is an outstanding feature. There are regular opportunities for parents to consult teachers about their child's progress.

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

Grade 1: Good with outstanding features

78. The inspection team's findings differ from the judgement made by the school in its self-evaluation report as the school had awarded itself a Grade 2. The inspection team concluded that the learning experiences provided for pupils were outstanding and that the question was worthy of a Grade 1.
79. The curriculum provided is broad and balanced, fulfils statutory requirements and provides access for all, with no stereotyping in relation to gender. The relevance of the curriculum to the pupils of Copperworks School is outstanding.
80. Policy documents and schemes of work reflect the themes through which the curriculum is presented. A strength of provision is the focus on pupils' experiential learning, which is outstanding. These experiences contribute greatly to children's enjoyment and progress. Planning allows pupils to learn from structured sessions and also provides opportunities for discovery and reflection. Pupils are fully involved in their own learning. The provision for homework complements what is learnt in class successfully, especially the home-school tasks which are integrated into class topics.
81. The school's curriculum documents fully comply with the areas of learning for under-fives and key stage 1, while subject inclusion maps ensure that all recent curriculum initiatives are included in documentation and subject delivery. The school is addressing the forthcoming Foundation Phase successfully in relation to bilingualism, multi-cultural understanding and the importance of pupils finding things out for themselves.
82. Enriching links between all areas of learning is an outstanding feature of curriculum provision. Pupils' varying abilities are considered constantly in the planning and presentation of activities; provision and expectations differ accordingly.
83. The school's provision for key skills is good overall. Key skills feature in learning outcomes within lesson plans. Children under-five and pupils in key stage 1 are provided with a range of opportunities to listen to others and talk about what they have done and what they see. In a 'hot-seating' session, pupils display skills in using language to empathise with historical characters. Children are surrounded by colourful books which makes them enjoy

- becoming readers and writers. Provision for numeracy is good; pupils have opportunities to develop numeracy in a range of practical situations.
84. Provision for ICT is good with well-established inter-active whiteboards used well across subjects and areas of learning. Provision for bilingualism is outstanding. The consistent use of Welsh throughout the day across all classes consolidates effective teaching sessions and ensures accuracy, progression and confidence.
 85. Provision for personal and social development is outstanding. Pupils have a good realisation that conforming, in order to establish a quality environment, impacts on their enjoyment of school. They understand the importance of being fair. They choose members of school committees by ballot and realise the implications of the responsibilities given to those elected. The school very successfully ensures that no stereotyping takes place and provides an opportunity for all learners.
 86. In spiritual and moral development provision is outstanding. An awareness of awe and wonder is a consistent element of the school day. Whole school collective worship sessions are spiritual occasions where pupils respond well and are fully involved. Pupils have many opportunities to understand the difference between right and wrong. A theme of 'Helping Hands' in Year 2 and in collective worship makes pupils realise the importance of helping others; collections made for 'World Water Day' help people in under-developed countries who have no clean water.
 87. Provision for cultural development is outstanding. Pupils have a sound understanding of features that relate to other cultures such as Mexico, Egypt and China. Activities, which focus on characters that have played an important part in Welsh life such as the pirate Harry Morgan, the singer Shirley Bassey and the artist Kyffin Williams feature prominently in the school's provision. Pupils' understanding of the town of Llanelli and important local events such as Amelia Earhart's achievements in Burry Port display the relevance of the *Cwricwlwm Cymreig* for pupils.
 88. The school's provision for healthy living is outstanding and promotes well-being successfully. Pupils are made fully aware that eating fruit is an important part of their diet and understand the importance of regular exercise to keep themselves fit.
 89. The school's provision for sustainable development, as part of their Eco programme, is outstanding. The school has almost achieved the green flag and has received an award from the National Botanic Gardens for trying to improve the area where they live. Pupils' waste awareness is sound. These initiatives influence them greatly and establish a sound foundation for their later life.
 90. Visitors and visits impact greatly on the school's curriculum. Visits to Gelli Aur Park and Parc Howard, the local library and supermarkets introduce pupils effectively to the world of work in the community. Opportunities to develop

entrepreneurship feature prominently in the curriculum. Pupils organise stalls at Easter and Christmas. They are very proud that the coloured tablecloths and flower arrangements placed on their tables at lunchtimes were brought from the money they have made in their sales.

91. Links with parents and community are outstanding. In the pre-inspection meeting parents were eager to tell the inspection team that the school is very active in seeking to work closely with families. The school regularly updates information for parents, which is displayed outside each classroom. The prospectus provides helpful details. Parents are very committed to the Parent Association. There are often elections for parental representation on the governing body; this is a good indicator of strong parental involvement.
92. The school's partnership with the community is very strong and includes links with many places of worship. Local shops often donate to the school when pupils organise their sales. Pupils in turn visit the community including homes for elderly residents. A local business has helped build the walled garden. The impact of all these well-established links is very beneficial for pupils.
93. The school shares a site with the Carmarthen Youth and Children's Association with whom there is a good working relationship. Some pupils attend an after school club there and in addition parents use the private nursery or attend family learning programmes which significantly impacts on community regeneration.
94. Links with the junior school, where pupils are transferred, are strong. The school's partnerships with teacher training institutions and child-care courses ensures that teachers on work experience and placements enrich curricular experiences. Links with outside agencies are firmly established and many professionals work effectively within the school for the benefit of pupils.

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

Grade 1: Good with outstanding features

95. The inspection team's findings differ from the judgement made by the school in its self-evaluation as the school had awarded itself a Grade 2. The inspection team consider that the school has underestimated the quality of care and support provided for all its pupils.
96. There are many outstanding features in the way the school cares for and supports all pupils equally. The head teacher oversees all arrangements that guide pupils who may need extra support and care. She works extremely closely with staff and outside agencies to ensure that early identification of need is properly understood and support is always planned appropriately.
97. All members of staff are positive and active in spotting needs and issues as they arise and then in sorting out difficulties. In this respect, the school works very well in partnership with parents. All information provided for parents,

regarding any difficulties experienced by their children is of high quality and is well received by them.

98. The induction programme for new entrants makes sure that all new children are very well cared for. These children visit the school in the term before commencing and appropriate information is distributed to parents.
99. Buddy systems and school council helpers welcome newcomers and well embedded transition links with the junior school support pupils well. The 'Friendship Stop' in the yard is consistently watched by members of the school council to ensure that no one is feeling lonely or sad. An outstanding feature is the way the school provides many other effective opportunities for pupils to take responsibilities and make decisions. The school council is extremely effective in its role.
100. Procedures for monitoring behaviour are clear and effective and pupils know what is expected of them. Youngest pupils settle in quickly to routines and behave well. The school has identified a very few pupils who need extra support in behaving appropriately and staff are consistent in the support given. The staff works very closely with outside support, including families, to motivate and encourage pupils to behave well. This term two pupils are currently on dual registration with a special school where they are undergoing a short placement designed to improve their behaviour and prevent their exclusion from mainstream school.
101. Procedures to monitor attendance and punctuality are good. The head teacher has a thorough understanding of how data can be analysed to help identify patterns of absence. Outside agencies effectively support a few families who have difficulty supporting the school's policy for attendance.
102. Performance of pupils is very carefully monitored by staff and the head teacher has an accurate picture of the progress and performance of each pupil. The head teacher listens constantly to the views of pupils and is a familiar face in each class which enables her to monitor performance informally.
103. The school has a good range of policies and procedures in place to ensure the health, safety and well-being of pupils. Pupils are well supervised at playtimes and lunchtimes. All necessary procedures are in place for reporting and recording accidents and illness.
104. The school is involved in the Healthy Eating Campaign. It promotes health and fitness and well-being through a wide range of activities, for example a 'Healthy Hat Day'.
105. There is an effective policy and suitable procedures for child protection with nominated persons and a named governor. Very good use is made of nursing and other external services to ensure the welfare and well-being of pupils and high standards of care.

106. The school has outstanding procedures to diagnose the learning needs of pupils with SEN. The teachers work closely with the Special Educational Needs Co-ordinator (SENCo) and the LEA psychological and special needs support services. Special needs are identified very early and followed by thorough assessment procedures. This is an outstanding feature.
107. Individual educational plans are used very effectively. Appropriate targets are set, and both staff and pupils are aware of what is expected. Pupils' performance is monitored and reviewed termly; parents are actively involved in the whole process.
108. The school takes part in the LEA's 'Raising Attainment and Individual Standards in Education Programme' which targets pupils who fall just above the SEN register; this programme is proving to be very effective.
109. A few pupils have both behavioural and learning difficulties. Individual educational plans accompanied by detailed pupil profiles, are produced for them. These provide useful information with targets that are stated in observable, measurable terms that can be clearly monitored and reviewed to inform new targets.
110. All pupils receive high quality care and support with account taken of their background. The teacher for English as an additional language supports pupils appropriately.
111. Use is made of data to analyse the achievement of boys and girls. There is no constant under achievement by either gender. All pupils are encouraged to take part in all the activities provided during the day.
112. Racial issues are met very effectively through religious education, Personal and Social Education provision and classroom activities. Pupils develop a very clear understanding of diversity and gain an insight into other cultures by participating in celebrations through music and dance.
113. Policies and procedures in place for equal opportunities, race equality and the elimination of oppressive behaviour and bullying are very effective.
114. The school has a clear 'Access to school for Disabled' action plan that takes account of the site and buildings. Appropriate and reasonable provision is made for parents and carers with disabilities in the main building. There is one pupil with visual impairment attending the school.

Leadership and management

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

Grade 1: Good with outstanding features

115. The inspection team's findings differ from the judgement made by the school in its self-evaluation report as the school had awarded itself a Grade 2. The inspection team consider that the school had underestimated the quality of leadership and strategic management provided by the head teacher and her deputy.
116. Although key question 1 was awarded a Grade 2, the team concluded that recent strategies put in place by management and the effect of this on raising standards was an outstanding feature. Subsequently, management was deserving of a Grade 1.
117. The school's aims and objectives set a clear direction for the school and reflect a community where all pupils and adults are valued.
118. The school is very effectively lead by the head teacher who manages a strong team of teachers and other adults who are committed to the pupils. She is very well supported by the deputy who is a valuable role model as a teacher. Both have curriculum responsibilities and use a weekly session well for exploring and undertaking management issues.
119. The School Management Team is very effective in its strategic management of the school and leads well in identifying the priorities that can raise standards. A range of comprehensive management policies comply fully with statutory requirements.
120. Curriculum co-ordinator responsibilities are distributed effectively. Because of staff changes, some have taken on extra tasks which are appropriate to their interest and expertise. They are extremely knowledgeable about their managerial responsibilities and carry them out efficiently and effectively; they are very eager to promote their subject and use in service educational training well to extend their confidence in subject knowledge and delivery.
121. An outstanding feature is that those with responsibilities are often called upon to be providers for training and are continuously sought after by the LEA to share good practice outside the school. The use made by teachers of General Teaching Council for Wales grants for furthering their expertise, is another outstanding feature. Performance Management and staff appraisal are well developed.
122. Job descriptions for all adults are clear and well understood by all involved in the pupils' welfare and education. Good mentoring systems are in place for guiding the Newly Qualified Teacher.

123. The deployment of support staff is well thought through; they work extremely well with groups of pupils and individuals and are instrumental in ensuring that standard of teaching are good. Members of support staff are encouraged effectively to develop their training and skills. The use of a member of support staff and a permanent teacher for Planning, Preparation and Assessment time is effectively managed.
124. Staff meetings are held regularly and are effective forums for all adults who work in the school to take part in discussions. Levels of communication throughout the school are clear; relationships are positive and there is a strong sense of purpose.
125. The school's commitment to new initiatives is outstanding. These include strategies for enriching personal and social attitudes, bilingualism and green and health issues as well as preparing for the forthcoming Foundation Phase for three to seven year olds.
126. Performance data is analysed carefully. The improvement in the school's performance indicated the effectiveness of comparing the school's performance with other schools. This shows commitment to raising standards.
127. The School Development Plan is a comprehensive document and further reflects the school's commitment to raising standards.
128. The Governing Body is very supportive of the school. Members discuss school priorities and financial implications on a regular basis and are aware of the need to develop their subject responsibilities and involvement with the school further. Some help in the school on a regular basis and support groups effectively in classes. The governing body meets regularly and fully meets statutory requirements.

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

Grade 2: Good features and no important shortcomings

129. The inspection team's findings match the judgement made by the school in its self-evaluation report.
130. The school's Self-Evaluation Report, which was presented to the inspection team prior to the inspection, effectively documented the school's strengths and areas that need developing. Good documentary evidence was used to support judgements.
131. Although the judgements made by the inspection team differ from the school's judgement in three key questions, the team concluded that the underestimation of the quality of curriculum provision, care of pupils and the quality of leadership is not an important shortcoming in the school's self-evaluation process.

132. Documentation reflects the good progress made by the school since the last inspection. An effective action plan identified a series of targets for responding to key issues identified in the inspection report. Training opportunities, financial implications and responsibilities were identified as well as opportunities for reviewing progress.
133. Progress made since the last inspection has been good. Standards have improved in most of the subjects inspected and progression in subjects is reflected in provision. Assessment strategies to aid differentiation of work for varying needs and the structuring of play activities have also improved. Improvements in the organisation of playtimes have been extremely effective.
134. The current self-evaluation strategies include an appropriate range of systems. The self-evaluation process is directly linked to plans for improvement. School Development Plans over the last four years have effectively taken improvements forwards. The link between the School Development Plan and the present Self-Evaluation Report is clear.
135. Curriculum co-ordinators are establishing their roles in self-evaluation effectively. A three-year monitoring cycle across subjects and whole school issues is establishing a firm confidence in the management of their areas and an awareness of how standards in their subjects can improve. These findings are clearly reflected in their detailed curriculum files. The monitoring process is based on lesson observations, classroom visits, examination of curricular documentation and scrutiny of work. Observations are centred on raising standards in subjects; co-ordinators do not observe and evaluate in detail the quality of teaching, so that the good practice in the school can be shared effectively. Analysis of data of performance in core subjects is also an important part of their self-evaluation.
136. The school has made an impressive start in including pupils in the school self-evaluation process. Pupils who represent others on the three school committees present the views of their peers effectively. Members of the school council are proud of the suggestions they have made to improve school life which have been taken on board by teachers.
137. Parents have received questionnaires from the school and have put forward their opinions on school life, but this arrangement is not yet fully embedded. Parents in the pre-inspection meeting stated that they feel the school is a listening school and is always willing to act on the suggestions they make. The information parents receive about what their children learn is a direct result of parents' requests.
138. The governing body in the pre-inspection meeting showed an awareness of the school's strengths and areas to be developed and expressed informed views about the school. They have started on a process of self-evaluation of their roles, which is lead by the school's Link Improvement Officer. However their role in monitoring curriculum subjects is underdeveloped.

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

Grade 2: Good features and no important shortcomings

139. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
140. The overall quality of staff is good. The school is adequately staffed with appropriately qualified and experienced teachers who are deployed well.
141. The nursery nurse, the teacher assistant, learning support assistants and care assistants in the early years are a valuable resource and make a worthwhile contribution. The learning support assistants and care assistants in key stage 1 are deployed very effectively.
142. Teaching and non-teaching staff provide good support for pupils with SEN. The school makes good use of a visiting teacher with the specialist skills of teaching English as an additional language to raise standards and provide equality of opportunity. The school makes outstanding use of the 'athrawes fro' to help raise standards in Welsh and bilingualism.
143. The Raising Attainment and Individual Standards in Education Programme grant has been used well to employ support in raising standards for all pupils and is sustainable.
144. Staff continuing professional development has had an influence on developments in all classes and in the use of the outdoor environment. The development of the outdoors as an additional learning tool has greatly enhanced learning opportunities. This is an outstanding feature.
145. Teachers make good use of their strengths and experiences in a range of subjects across the curriculum. Training courses attended by the staff are linked to continual professional development needs and priorities in the School Development Plan, ensuring that staff are a continuing, valuable resource.
146. Members of teaching staff are released appropriately for the statutory planning, preparation and assessment time. Overall this has a positive effect on standards.
147. The temporary school administrator carries out daily routines and a range of other responsibilities efficiently and effectively. Lunchtime supervisory and canteen staff provide a valuable contribution to the efficient running of the school.
148. An outstanding feature is the very effective and imaginative use made of the accommodation. The building is nurtured and maintained to a very high standard and kept scrupulously clean. Despite its age it provides very suitable and appropriate accommodation for the numbers on roll. The building serves the community well.

149. Classrooms are a good size and provide adequate space for pupils to work and play. The lobby area at the back provides a suitable welcoming area for pupils and parents where information for parents is clearly displayed. The hall is adequate for the number of pupils on roll. A very attractive staging area is used imaginatively to display pupils' work including home-school tasks, shows and concerts. The fabric of the outside demountable classroom shows signs of weathering but inside it is well cared for and provides a colourful environment, which is conducive to learning.
150. The main school building has been reasonably adapted for disabled pupils. The outside classroom however has no ramp. Finance for this is not forthcoming because the school has been earmarked for closure at some stage in the future.
151. The outside play areas have been greatly improved since the last inspection. These areas have been creatively developed to provide exciting play areas for under fives and key stage 1. The use of the outside areas for groups of pupils working with support staff is outstanding. The newly acquired verandah areas ensure that pupils can enjoy working and playing outside in all weathers. Classroom equipment including sand and water trays can be used effectively outside.
152. The school has sufficient good quality resources in all National Curriculum subjects. These are efficiently managed and used well. The resources are closely matched to the needs of the school planning, National Curriculum and agreed syllabus for religious education.
153. The school is linked to the internet and all classes have at least two computers and inter-active whiteboards. The local environment, the community and educational sites are very well used to enrich pupils' learning. The use of visitors to the school is a valuable resource which is used well.
154. The use of resources is regularly reviewed and the school gives good value for money. The significant investment in equipment and resources match the school's objectives in the School Development Plan and is a good response to the findings of the previous inspection report.

Standards achieved in subjects and areas of learning

English

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

Good features

155. Pupils are consistently on task when their listening skills are needed. They listen eagerly to stories read by the teacher and independently to tapes of class stories. They listen well to their peers during role-play sessions and when using puppets to recreate the class story.
156. The majority of pupils display appropriate standards in their speaking skills. They ask a range of questions using correct sentence starters; their answers are structured well and the majority show confidence in offering appropriate and extended answers.
157. Pupils across the key stage read confidently from a large class book and in a 'shared reading' session where they read in turns. Pupils sensibly predict the content of a book by reflecting on the title and can also track the plot of the story from the pictures. They discuss the characters, share the feelings and emotions of the main characters and predict endings accurately. They use a number of strategies to read individual words and the majority read with meaning.
158. Pupils respond well to written tasks that enable them to understand the different purposes for writing. They compose relevant prayers thanking for the fruit and vegetables they receive. They write simple versions of stories about the lives of famous people and provide good written responses to questions on factual texts. Older pupils begin to state their opinions on books in simple book reviews.
159. Pupils have a good knowledge of the need for punctuation so that their written work is understood. Younger pupils use full stops and capital letters confidently while pupils in Year 2 begin to understand the use of apostrophes.
160. Pupils in Year 1 begin to understand grammatical terms such as adjectives. They recognise these in a text and use them with increasing effectiveness in their writing. In Year 2 pupils increase their knowledge of the different kinds of nouns as they begin to use collective nouns correctly.
161. Pupils' handwriting is developing appropriately in line with age and ability. They arrange a group of words into correct sentences and copy them correctly and carefully. They formulate their letters well and have a good basic knowledge of sounds which enables them to progress well in their spelling.

Shortcomings

162. There are no important shortcomings but a minority of pupils display a lack confidence when structuring extended answers.

Mathematics

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

Good features

163. Pupils across the key stage develop good skills in mental mathematics and have a good mathematical vocabulary.
164. Pupils in Year 1 count reliably up to ten, using objects set out in different ways. They competently compare two lengths by direct comparison. They confidently use and recognise the vocabulary associated with capacity and work co-operatively in groups to demonstrate the concept. They estimate and measure using non-standard units correctly.
165. Pupils in Year 1 use relevant everyday language to describe features of familiar two and three-dimension shapes. They communicate well when explaining a simple block graph.
166. Less able pupils in Year 2 add or subtract any pair of two-digit numbers using a 100 square. They know coins up to 20 pence and use them with increasing confidence.
167. The majority of Year 2 pupils use place value cards confidently to improve their understanding of hundreds, tens and units. They count on in fives or tens to 100 and back again, starting from any two-digit number correctly.
168. In Year 2, pupils recognise the hour, half hour, quarter to and quarter past the hour. They know the names of the days of the week, the months of the year and the seasons. They estimate, measure and compare lengths and masses using standard units and suggest suitable units and equipment for such measurements.
169. In Year 2 pupils make good progress in their understanding of shape. They use the mathematical names for two and three-dimensional ones correctly, sort shapes confidently and describe their features in detail. They display an increasing understanding when explaining simple block graphs.

Shortcomings

170. There are no important shortcomings.

Information technology

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

Good features

171. Standards in both Year 1 and Year 2 are enhanced by consistent use of the inter-active whiteboards to demonstrate, explain and clarify concepts and skills.
172. Year 1 pupils use a word processing package with increasing confidence. They use the inter-active whiteboard to demonstrate to the class how to use the correct icon to add text and use the pen to select the position of the text. More able pupils know how to add a picture to the text. Most pupils transfer these skills independently to the computer whilst working individually or in pairs and use these skills to record their news.
173. In Year 1 pupils competently enter data about the weather in Welsh into a weather chart. They use a simple data-handling package to input data independently, for example eye and hair colour, and print out a simple bar chart. They successfully interrogate the data.
174. Year 1 pupils understand that a computer can be used to represent a wide range of environments and experiment with a simple modelling program in their work on Egypt. They use the scanner with increasing confidence and transfer images of their choice on to the computer and then to their own t-shirts.
175. Year 2 pupils use a word processing package competently to record their news in English and Welsh and to design invitations. They confidently change the size of the font and independently save and retrieve their work.
176. Pupils in Year 2 use a graphics package with increasing confidence to create a design for a tablemat and bookmark. They experiment successfully with the various options within the program. They use a data-handling program to enter data about different types of bread and analyse the results.
177. Older pupils in the key stage successfully use a digital camera and with help import a picture into the computer. They clearly understand that messages can be sent over distances and read and respond to e-mail with increasing confidence.
178. Pupils in Year 2 readily use the inter-active white board to access web sites to enhance their work in history, for example Harry Morgan and Grace Darling.

Shortcomings

179. There are no important shortcomings.

Design technology

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

180. No lessons were seen during the inspection but evidence from scrutiny of pupils' work, discussions with pupils and photographic evidence indicates that pupils achieve good standards.

Good features

181. Younger pupils show good progress in their designing skills. They design confidently by assembling and rearranging materials and recognise and identify simple parts of a design made by themselves and that of others. They explain clearly what they want to do, say what they are making and describe which materials they are using. They select from a narrow range of materials. Whilst making hot air balloons they use given techniques and tools to shape, assemble and join materials competently and explain eagerly how they want to make their designs.
182. Older pupils make progress in their designing skills. They use models to help develop their ideas and they competently draw these ideas. They take part in discussion and suggest ways of improving their own design and others. They reflect and discuss their ideas, identify strengths and weaknesses and suggest improvements.
183. Pupils make progress in their making skills by assembling and joining in a variety of ways, for example when making desk tidies. They follow a simple plan of action and use tools safely to make marks when creating remembrance plates out of clay. They evaluate their finished product, saying how well it is made and how well it serves the purpose.
184. Pupils' confidently design and make a variety of Divali lamps, paying attention to their purpose; they successfully evaluate the finished product.
185. Pupils work well co-operatively to make dragon designs for Chinese New Year. Each group makes a different design to illustrate a variety of different movements. They evaluate their designs competently throughout.
186. In both Year 1 and Year 2 pupils use commands to successfully move a programmable toy forwards and backwards and program the toy to make right and left turns. More able pupils competently use programming cards to give instructions to the toy.

Shortcomings

187. There are no important shortcomings.

History

Key stage 1: Grade 1: Good with outstanding features

Outstanding features

188. Pupils' awareness of the passage of time and their understanding of the history of the town of Llanelli are outstanding features. They are extremely confident in their knowledge of people in the past who have been famous for helping others such as Florence Nightingale and Betsi Cadwaladr. They also understand the importance of famous people who have made important changes and contributions in the past such as Dr Barnardo and Louise Braille.

Good features

189. Pupils across the key stage have an increasing awareness of the language they must use to enable them to talk about things that have happened in the past. In Year 2 for example, they use the words 'long ago' meaningfully and are aware of the meanings of 'decade' and 'millennium'.
190. Pupils' understanding of timelines as a means of recording changes and developments is sound. Younger pupils understand how implements for writing have developed from the time of Mozart.
191. Pupils in Year 1 have a good understanding how air travel has developed and use Leonardo da Vinci's 'Wings' invention as a starting point for their journey through later inventions such as hot balloons and gliders, up to the present day aeroplane. They understand the importance of the Montpelier and the Wright brothers in this change.
192. In Year 2, pupils realise how music technology has changed over time and identify this from their display of record players, records and tapes, CDs and MP3s. They understand how this aspect has moved on since Shirley Bassey first became famous.
193. Pupils throughout the key stage have a convincing knowledge of the town of Llanelli. They have a good understanding of how it has changed over time and are very aware that some buildings are old and tell us a great deal about the development of the town. Visits to historical places in the area such as Parc Howard deepen their understanding of what life was like in the past.
194. Their awareness of the history of their own school is good. This has been enhanced by visitors who have informed them effectively what the school day was like some fifty years ago. They are aware of the changes in the area around the school and understand that it was founded by Richard Neville, a very important person in the history of the area. They use the old school registers effectively as a primary source to inform them further about life in Copperworks in the past.

195. Pupils' ability to empathise with some colourful characters of the past is well developed. In a 'hot seating' session, they interview the Welsh pirate Harry Morgan by asking very relevant questions. When in role as Harry Morgan, individuals display a sound understanding of what life was like at the time and give very dramatic accounts of it to their peers.

Shortcomings

196. There are no important shortcomings.

Geography

Key stage 1: Grade 2: good with no important shortcomings

Good features

197. Pupils in Year 1 and Year 2 effectively broaden their range of geographical vocabulary. They are confident in their use of relevant terminology when talking about simple directions and when naming natural and man made features, especially in the local area and the wider community of Carmarthenshire.
198. Pupils in Year 1 and Year 2 develop good mapping skills in line with their age and ability. They have an increasing understanding that a map conveys what is seen from above. Younger pupils create a map of their classroom and they can identify its main features. Pupils increase their understanding of the geography of the area by identifying places on maps and name the buildings they pass on their way to school. They also create imaginary maps of the park of Gelli Aur.
199. Pupils have a good understanding of the way a variety of weather is recorded on maps of the British Isles. They understand that weather can vary significantly at times in the countries of the British Isles.
200. Pupils in Year 2 have a good understanding of the natural and man made features in the harbour of Burry Port. They name these features confidently and understand the location of the harbour in relation to Llanelli.
201. Older pupils in particular identify the location of Llanelli in Wales and understand that it is a coastal town. They locate other key places on a map of Wales and understand where Cardiff is situated and its importance as the capital of Wales. They understand that Snowdon is an important feature of the Welsh landscape and that the landscape is very different from what they see around them. They also begin to reason why people are fond of walking mountains.
202. Pupils can also name and locate the other countries of the British Isles on a map. They have a basic understanding that life in Egypt is different from their life because of the difference in the weather and the use of land.

203. Pupils' activities, as part of the school's Eco programme, significantly enhances their awareness of the environment and the dangers it faces. They are aware of the simple things they can do to help.
204. Pupils observe a range of pictures of different places to increase their understanding of contrasting areas and use ICT programmes effectively to support and consolidate their learning.

Shortcomings

205. There are no important shortcomings but pupils' understanding of a contrasting locality is not fully developed.

School's response to the inspection

The inspection findings recognise that good progress has been made since our last inspection and that Copperworks is a good school.

The governors, head teacher and staff are very pleased with the identification of many outstanding features at the school. The report identifies no shortcomings in the subjects inspected and found History, Bilingualism, parental and community links, provision for spiritual, moral and cultural development, and, procedures for diagnosing the learning needs of pupils with SEN to be outstanding.

We are delighted that the inspectors found that the children are friendly, polite and confident and that an awareness of awe and wonder is a consistent element of the school day. The relevance of giving the pupils a voice through our School council and Eco and Healthy committees is duly noted.

It is gratifying that standards of achievement in subjects were higher than Welsh Assembly Government targets, compare well with the national picture, and teacher assessments showed significant improvement from previous years. We are proud of our pupils and their achievements.

The report recognised the effective leadership, and that good working relationships between teachers and support staff makes a very good contribution to effective teaching and fosters learning. A strong sense of purpose is evident.

Most importantly the inspection report makes clear the elements that make our school what it is. In particular the report confirms that we are achieving our aims by recognising, as outstanding, the learning experiences provided through a relevant curriculum and by enriching links between all areas of learning.

An action plan will be put in place to address the recommendations in the report. Raising standards in Oral skills, continuing to develop monitoring strategies, extending the role of other stakeholders in the schools' self evaluation system and sharing good practice more widely will be our priorities. These will be incorporated into our School Development Plan.

A copy of the school's action plan will be sent to all parents and carers. Progress will be reported in the governors' annual report to parents.

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

Appendix 1

Basic information about the school

Name of school	Copperworks Infant & Nursery School
School type	Infant and Nursery
Age-range of pupils	3-7
Address of school	Neville Street, Llanelli, Carmarthenshire
Postcode	SA15 2RS
Telephone number	01554 758837

Head teacher	Mrs Kim Dorothy Sherlock
Date of appointment	1/01/2000
Chair of governors	Mr Andrew Rothe
Registered inspector	Mrs Eleri Betts
Dates of inspection	21 st - 23 rd May 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	39	35	25	25	-	-	-	-	124

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	-	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.7:1
Pupil: adult (fte) ratio in nursery classes	12.5:1
Average class size, excluding nursery and special classes	25:1
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2007	93.32%	93.11%	93.09%
Summer 2006	91.12%	91.09%	93.67%
Autumn 2006	91.15%	92.66%	89.15%

Percentage of pupils entitled to free school meals	25%
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:		38		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	3	11	61	26
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	3	18	39	39
		National	0	4	14	56	26
En: writing	Teacher assessment	School	0	3	11	84	3
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	3	0	66	32
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	3	0	66	32
		National	0	2	10	63	24
Science	Teacher assessment	School	0	0	5	66	29
		National	0	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	84.2%	In Wales	80.9%

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- The inspection was carried out by a team of three inspectors who were present at the school for seven inspector days. In addition to the inspectors the head teacher was the nominee but there was no peer assessor;
- pre-inspection meetings were held with parents and the Governing Body to discuss the life and work of the school;
- a self-evaluation report was received from the school which formed the basis for pre-inspection discussions;
- thirty-two questionnaires were completed by parents. These were analysed in detail and of the responses 98 per cent were positive;
- school documentation was scrutinised;
- twenty-six teaching sessions were observed;
- a range of pupils' work and activities were inspected;
- pupils' behaviour in sessions was inspected;
- post-inspection meetings were held with staff and the Governing Body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs E Betts Registered Inspector	Summary Report Recommendations Key Questions 1, 3, 5 and 6 English History Geography
Mrs Charlotte Robeson Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs Helen Wyn Smith Team Inspector	Key Questions 2, 4 and 7 Mathematics Information Technology Design and Technology
Mrs Kim Sherlock Head teacher Nominee	Attending meetings and supplying information

Contractor

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CH5 3QJ

Acknowledgement

The Inspection team would like to thank the head teacher, staff, parents, governors and children for their courtesy, co-operation and assistance throughout the inspection period.