

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

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

**Coychurch (Llangrallo) Primary School**

**Main Road**

**Coychurch**

**Bridgend**

**CF35 5HN**

**School Number: 6722146**

**Date of Inspection: 28/01/08**

**by**

**David Martin Cray**

**16768**

**Date of Publication: 02/04/08**

**Under Estyn contract number: 1115507**

**© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

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

Coychurch (Llangrallo) Primary 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 Coychurch (Llangrallo) Primary School took place between 28/01/08 and 30/01/08. An independent team of inspectors, led by David Martin Cray 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	6
<b>Standards</b>	6
Key Question 1: How well do learners achieve?	6
<b>The quality of education and training</b>	8
Key Question 2: How effective are teaching, training and assessment?	8
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key Question 4: How well are learners cared for, guided and supported?	12
<b>Leadership and management</b>	14
Key Question 5: How effective are leadership and strategic management?	14
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	14
Key Question 7: How efficient are leaders and managers in using resources?	15
<b>Standards achieved in subjects and areas of learning</b>	16
Under fives	16
English	19
Science	20
Design technology	21
Art	21
Religious education	22
<b>School's response to the inspection</b>	24
<b>Appendices</b>	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	



## Context

### The nature of the provider

- 1 The school is located in the centre of the village of Coychurch, on the outskirts of Bridgend. It serves the village itself, but a significant number of children are also drawn from the surrounding area, which overall, is described as being fairly prosperous. Coychurch (Llangrallo) Primary School is maintained by Bridgend Local Education Authority. The pupils represent the full range of ability and their attainment levels indicate fairly good baseline scores when they are first admitted to school.
- 2 There are currently 75 pupils between 3 and 11 years of age on the school register, and children are admitted for full or part-time placement the term following their third birthday.
- 3 Pupils' entitlement to receive free school meals is less than 5%, compared with the local education authority average of 18%, and 17% nationally. Fifteen pupils, (20%) are designated as having additional learning needs. None are statemented.
- 4 There are no pupils in attendance who come from homes where Welsh is spoken as a first language and the school follows the National Curriculum in Wales Welsh second language programmes of study. Some five per cent of pupils come from different ethnic backgrounds.
- 5 The headteacher, together with each of the full time members of staff have been in post since before the last inspection which was held in March 2002.

### The school's priorities and targets

- 6 The school's priorities and targets for 2007 – 2008 include aspects for development relating to:
  - Learning skills and learning outcomes;
  - Teaching and assessment;
  - Curriculum;
  - Ethos;
  - Care and Support;
  - Leadership and Management;
  - Management of Resources.

## Summary

- 7 The findings of the inspection team match the judgements made by the school in each of the seven Key Questions.

### Table of grades awarded

- 8 The inspection team judged the school's work as follows:

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

### Standards

- 9 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	88%	6%	--	--

- 10 The quality of the learning assessed by the inspectors is higher than the Welsh Assembly Government target for 2010 of grade 3 or better in 98% of classes.

- 11 Standards achieved by the under-fives are as follows:

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

- 12 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

- 13 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 14 Both nursery and reception children make good progress in the development of their mathematical and information technology skills across the six areas of learning. The development of their communication skills is also good.
- 15 Overall, pupils in Key Stages 1 and 2 achieve good standards in the use of their English communication skills in a range of contexts. They come to use their mathematical and information technology skills confidently across the subject areas.
- 16 Although pupils' bilingual capability is limited, they show very good attitudes towards the Welsh Language and use it effectively across the curriculum.
- 17 In Key Stage 1 in 2007, according to teachers' assessments, 76.9% of pupils attained level 2 or above in the core subjects of English, mathematics and science. In 2006 the figure was 70% (Wales 80.6%; Bridgend 83.7%) and in 2005 it was 71.4% (Wales 80.9%; Bridgend 84.2%). The school's results for 2007 were slightly lower than county averages, but higher than national ones (2006) in English. In mathematics they were slightly lower than both county and national averages. In science they were slightly higher.
- 18 In Key Stage 2 in 2007, according to teachers' assessments, 80% of pupils at the school attained level 4 or above, in the core subjects of English, mathematics and science. In 2006 it was 100% (Wales 74.2%; Bridgend 73.4%) and in 2005 the figure was 90% (Wales 74.3%; Bridgend 75.1%). The school's results for 2007 were higher than county and national averages (2006) in all the core subject areas.
- 19 There is good development of pupils' personal, social and learning skills. Overall, they have positive attitudes towards their work and show genuine interest in their lessons. They make effective use of their time and motivation levels are high across the age range. Pupils behave responsibly, respect each other and generally show a high level of self-discipline.
- 20 Average levels of attendance at the school over the last three full terms are slightly above 95% and compare favourably with similar schools. The punctuality of pupils is good.

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

21 In the lessons observed, it was adjudged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
--	79%	21%	--	--

22 The above percentages reflect the 79% of lessons that were awarded Grades 1 and 2 for the whole of Wales in the year 2005-2006 (Annual Report of Her Majesty's Chief Inspector), but lower than the 17% found to be Grade 1.

23 Teachers, generally, have a good working relationship with pupils and create a positive climate for learning. In the majority of lessons they demonstrate good management skills. This has a positive impact on pupils' attitudes to their work and on their willingness to work purposefully and confidently.

24 The school provides equal access to a broad, balanced and differentiated curriculum that is relevant to the needs of pupils of all abilities. It complies fully with legal requirements. Good quality policy documents and schemes of work ensure continuity and progression in learning throughout the school.

25 Taken overall, provision for pupils' spiritual, moral, social and cultural development is good.

26 Opportunities are provided to develop pupils' awareness of the tradition, cultures and history of Wales. The Cwricwlwm Cymreig is promoted through the subject areas and the annual St. David's Day Eisteddfod enables them to develop their literary and musical talents. However, the experiences provided do not ensure that pupils have a sufficient knowledge of Welsh authors, artists, musicians and historical figures.

27 The school provides good care, support and guidance to pupils and makes a key contribution to their wellbeing. The school is a happy community where pupils are treated equally, feel secure and valued.

28 Pupils with additional learning needs are identified and assessed at an early stage and there are effective systems in place to support their education. Individual education plans are of good quality and they contain concise, clear and relevant targets. These are reviewed on a termly basis and parents are fully informed and involved at all stages of the Code of Practice.

29 The school is fully aware of its statutory requirements regarding provision for pupils and adults with physical difficulties. It has produced an Accessibility Plan based on the requirements of the 2001 Disability and Special Educational Needs Act. The school's Disability Equality Plan is currently at the draft preparation stage.

## **Leadership and management**

- 30 The headteacher and governing body provide a clear sense of direction for the school's development. Common values are shared in relation to learning, behaviour, inter-relationships and equal opportunities.
- 31 Self-evaluation arrangements have been in place for a number of years and teachers shoulder a good measure of responsibility as curriculum coordinators. The work is undertaken thoroughly and systematically against a background of a carefully thought out school policy.
- 32 The self-evaluation report produced by the school prior to the inspection has been thoroughly undertaken and responds to each of the areas for evaluation contained within the framework for inspection. It identifies a significant number of areas and aspects that are strengths together with those that require further attention.
- 33 The school's development plan, set to a three-year cycle, is a useful document for providing strategic direction for the work of the school. Its implementation is monitored and reported on, and discussed regularly at staff and governing body meetings. Whilst the priorities identified within the current plan are appropriate, it would benefit from more clarity in respect of the setting of targets for improving the standards achieved by pupils.
- 34 The school has made good progress since the last inspection in addressing the key issues that were identified for action by the inspection team in 2002.
- 35 The school's teachers have the required knowledge and expertise to teach all aspects of the curriculum together with classroom support staff and volunteer helpers who work very effectively with them. The school makes good use of specialist teaching in areas such as information technology and science, with the headteacher shouldering some teaching responsibilities.
- 36 The school is well resourced for the whole of the age range, including the under-fives, with pupils able to access materials with relative ease.
- 37 Through and through, the building is well maintained, although the demountable cabin located in one of the yards, and no longer used, is deteriorating quite badly and in need of demolition. The standard of cleanliness is good.
- 38 Internally, great care has been taken to celebrate pupils' work through tasteful, stimulating and interesting displays in all areas, including cloakrooms.
- 39 Expenditure decisions are well reconciled with the school's priorities. The head-teacher, administrative staff and governing body manage the budget carefully and the school provides value for money.

## Recommendations

- R1 Build on existing standards by attending to the shortcomings noted in the report.
- R2 Ensure that the targets for improving standards are set out more clearly within the School Development Plan.
- R3 Complete the school's Disability Equality Plan.
- R4 Arrange for the demolition of the demountable cabin.

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

- 40 The findings of the inspection team match the judgement made by the school in the self-evaluation report.

- 41 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	88%	6%	--	--

- 42 The quality of the learning assessed by the inspectors is higher than the Welsh Assembly Government target for 2010 of grade 3 or better in 98% of classes.

- 43 Standards achieved by the under-fives are as follows:

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

44 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

45 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

46 Across the school, the pupils, including those with additional learning needs, make good progress in achieving agreed learning goals. They succeed in their work, regardless of their ability, social or linguistic background.

47 Both nursery and reception children make good progress in the development of their mathematical and information technology skills across the six areas of learning. The development of their communication skills is also good.

48 Overall, pupils in Key Stages 1 and 2 achieve good standards in the use of their English communication skills in a range of contexts. They come to use their mathematical and information technology skills confidently across the subject areas.

49 Although pupils' bilingual capability is limited, they show very good attitudes towards the Welsh Language and use it effectively across the curriculum.

50 In Key Stage 1 in 2007, according to teachers' assessments, 76.9% of pupils attained level 2 or above in the core subjects of English, mathematics and science. In 2006 the figure was 70% (Wales 80.6%; Bridgend 83.7%) and in 2005 it was 71.4% (Wales 80.9%; Bridgend 84.2%). The school's results for 2007 were slightly lower than county averages, but higher than national ones (2006) in English. In mathematics they were slightly lower than both county and national averages. In science they were slightly higher.

51 In Key Stage 2 in 2007, according to teachers' assessments, 80% of pupils at the school attained level 4 or above, in the core subjects of English, mathematics and science. In 2006 it was 100% (Wales 74.2%; Bridgend 73.4%) and in 2005 the figure was 90% (Wales 74.3%; Bridgend 75.1%). The school's results for 2007 were higher than county and national averages (2006) in all the core subject areas.

52 All in all, in both key stages, both boys and girls perform to similar levels.

- 53 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's most recent performance is as follows:

	2005	2006	2007
Key Stage 1	4	4	4
Key Stage 2	2	1	3

**Key**

- 1- Performing in the top 25% of schools
- 2 - Performing in the top 50% but below the best performing 25% of schools
- 3 - Performing in the bottom 50%, but above the lowest performing 25% of schools
- 4 – Performing in the bottom 25% of schools

- 54 It is worthy of note that in the years referred to above, pupils' additional learning needs have at times impacted significantly on the data.
- 55 Pupils make good progress in their learning. They are quick to learn new knowledge and skills and mostly work at the optimum levels of their ability.
- 56 There is good development of pupils' personal, social and learning skills. Overall, they have positive attitudes towards their work and show genuine interest in their lessons. They make effective use of their time and motivation levels are high across the age range.
- 57 Pupils behave responsibly, respect each other and generally show a high level of self-discipline. They are caring of each other, are willing to listen to the opinions of other pupils and are open and honest in their involvement with adults. This makes a considerable contribution to creating a civilised school community and a pleasant learning environment.
- 58 Average levels of attendance at the school over the last three full terms are slightly above 95% and compare favourably with similar schools. The punctuality of pupils is good.
- 59 Throughout the school, pupils respect the diversity of beliefs, attitudes and other cultural and social traditions. They have a good awareness of equal opportunity issues and fairness.
- 60 Pupils have a good understanding of their community and of their own responsibilities towards it. They have a good developing awareness of the world of work.

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

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

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

61 The findings of the inspection team match the judgement made by the school in the self-evaluation report.

62 In the lessons observed, it was adjudged that the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
--	79%	21%	--	--

63 The above percentages reflect the 79% of lessons that were awarded Grades 1 and 2 for the whole of Wales in the year 2005-2006 (Annual Report of Her Majesty's Chief Inspector), but lower than the 17% found to be Grade 1.

64 Teachers, generally, have a good working relationship with pupils and create a positive climate for learning. In the majority of lessons they demonstrate good management skills. This has a positive impact on pupils' attitudes to their work and on their willingness to work purposefully and confidently.

65 Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for Children's Learning. They use effective questioning techniques to secure the active engagement of pupils. Good attention is given to the needs of individuals and very detailed planning, especially in the Early Years class, ensures equality of opportunity for all.

66 Overall, teachers are enthusiastic and use a variety of learning strategies and appropriate resources. Pupils' efforts and good work are praised and consistent encouragement ensures good progress across the key stages.

67 The features of good teaching include:

- carefully planned lessons with clear aims and learning objectives which are shared effectively with pupils;
- well focused tasks which challenge and stimulate pupils' interest and enthusiasm;
- lessons that move at a good pace;
- teachers and support staff establishing effective working relationships with pupils;
- imaginative use of a wide range of resources, including the effective use of interactive whiteboards, to stimulate interest, explain new concepts, and develop pupils' knowledge and understanding;
- a good balance between direct teaching and practical tasks which provide pupils with the opportunity to work independently; and
- the effective reinforcement of the content of lessons in plenary sessions.

68 In less effective lessons where there were evident shortcomings:

- lesson objectives are unclear and the tasks insufficiently challenging to extend the more able pupils;
- introductions are too long and teachers over direct the learning thus restricting opportunities available to pupils to make predictions or solve problems;
- lessons do not develop at an appropriate pace; and

- insufficient attention given to continuity and progression in key skills.
- 69 The overall quality of assessment is good and it is used consistently to inform planning. Assessment strategies enable the school to identify individual pupils' strengths and weaknesses and highlight areas for development. Aspects of English and mathematics are assessed termly and science at the end of an unit of work. However, this is less rigorous in the foundation subjects and religious education. The school is in the process of developing a tracking system which will provide additional information on pupils' performance as they progress through the key stages.
- 70 The school has formulated subject portfolios in the core and some foundation subjects of the National Curriculum. These documents are valuable tools that facilitates the process of moderating judgements and raising standards.
- 71 Pupils' work is marked regularly and conscientiously and in the best practice offer comments that provide further guidance on how to improve the work.
- 72 The school is actively developing the practice of encouraging pupils to evaluate their own work in order to promote their self-assessment skills. Older pupils understand the purpose of assessment and play an active role in setting individual targets.
- 73 The annual reports to parents comply with requirements and are of a good quality. They provide information on standards achieved and indicate the way forward for pupils. Pupils and parents also contribute to the annual process by writing their own comments on progress made. Parents are formally invited to attend three annual meetings to review their child's progress and are welcomed informally at any time.

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

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

- 74 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 75 The school provides equal access to a broad, balanced and differentiated curriculum that is relevant to the needs of pupils of all abilities. It complies fully with legal requirements.
- 76 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 77 Good quality policy documents and schemes of work ensure continuity and progression in learning throughout the school. Planning strategies are well focused and regular evaluation ensures clear direction, progression and continuity in learning.

- 78 Although the development of basic and key skills is identified in teachers short term planning, the skills are not always integrated in sufficient detail to ensure their balanced development across the curriculum.
- 79 Overall, the provision for the development of pupils' bilingual skills is good. Pupils are regularly encouraged to respond to greetings, follow instructions, sing hymns and recite prayers in Welsh.
- 80 Pupils' experiences are enriched and enhanced effectively through a wide range of extra-curricular activities. The good range of after-school clubs, both sporting and cultural, together with initiatives such as Junior Youth Speaks, gives pupils the opportunity to refine and extend their talents and raises their self-esteem and confidence.
- 81 Good use is made of visits and visitors to reinforce the activities and further enrich pupils' learning. Visiting speakers from Uganda and Jamaica together with local artists, police and fire officers all contribute to pupils' learning and experiences and further strengthen their awareness, understanding and respect for each other and the wider community. Numerous visits to museums, castles and local places of interest, together with residential experiences at Ogmere Residential Centre, complement and extend the curriculum and contributes effectively to pupils' overall development.
- 82 The provision for promoting pupils' personal and social education is fully integrated into the school's curriculum. There is a policy document and clear guidelines and pupils receive opportunities during meaningful sessions such as 'Circle Time' to discuss a variety of relevant topics, including emotions and feelings, the importance of friends and how to respect others.
- 83 Homework is set regularly, and the work is a good extension of school work especially in literacy and numeracy.
- 84 Taken overall, provision for pupils' spiritual, moral, social and cultural development is good. Their spiritual development is enhanced through taking an active part in acts of collective worship and close links with the local Church. They receive appropriate opportunities to reflect on the experiences and messages and to pray meaningfully in both Welsh and English.
- 85 The sharing of moral messages is a prominent feature of the provision and pupils are actively encouraged to respect each other, adults and visitors. As a result, pupils have a clear sense of responsibility towards each other and their environment. Collecting for good causes such as Water Aid, Children in Need and the Warehouse Trust in South Africa further promotes pupils' understanding of the wider community and global citizenship.
- 86 Opportunities are provided to develop pupils' awareness of the tradition, cultures and history of Wales. The Cwricwlwm Cymreig is promoted through the subject areas and the annual St. David's Day Eisteddfod enables them to develop their literary and musical talents. However, the experiences provided

do not ensure that pupils have a sufficient knowledge of Welsh authors, artists, musicians and historical figures.

- 87 There are very good links between the school and parents as reflected in their positive responses in the pre-inspection questionnaires. The 'Welcoming Pack' contains much useful information for new parents and they are kept particularly well informed from there on. Parents and volunteers are very supportive and often generous with their time.
- 88 Community links are well established and the school benefits from good cooperation with other local schools, including the comprehensive to which most of the pupils transfer.
- 89 The school offers work experience and work placements for students from local colleges in Bridgend and Pontypridd.
- 90 Pupils' awareness of other cultures is effectively promoted through work in subjects such as geography, art, music and religious education, and through actively participating in projects to support initiatives in less developed countries such as Uganda.
- 91 Provision for developing pupils' understanding of sustainable development and care for the environment is good. Members of the Eco Committee encourage fellow pupils to be actively involved in whole-school initiatives such as recycling, composting and energy conservation. The school has gained the bronze Eco award.
- 92 There are a number of links with local businesses and agencies which help pupils gain an insight into the world of work and encourage interest in developing their enterprise skills.

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

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

- 93 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 94 The school provides good care, support and guidance to pupils and makes a key contribution to their wellbeing. The school is a happy community where pupils are treated equally, feel secure and valued. Overall, they have a good relationship with all members of staff and this contributes significantly to their self-esteem, confidence and positive behaviour. They confirm that they can turn towards members of staff for help and guidance and they are listened to and treated with respect.
- 95 Pupils are well supervised in classes, at break times and at the end of the day as they leave the site.

- 96 Pupils' success and achievements are celebrated in various ways, including Awards Assemblies where they receive individual commendation including 'Pupil of the Week', 'Welsh Speaker of the Week' and appropriate certificates. They take great pride in receiving these awards.
- 97 Pupils' health and safety is a priority and the school has established clear policies that are implemented appropriately. The school ensures that parents are informed immediately if children have been injured and the accident book records any incidents in detail. The headteacher and members of the governing body monitor safety arrangements and all visitors to the school are screened. Fire drills are held on a termly basis and risk assessments are undertaken prior to educational visits or activities.
- 98 Oppressive behaviour is not part of the ethos of the school and it is proactive and successful in making its expectations known to all. The arrangements for monitoring pupil attendance and punctuality are very sound.
- 99 The school has a clear policy and procedures for child protection that fulfil statutory requirements. All members of staff have received appropriate training.
- 100 Effective equal opportunity policies, including a racial equality policy are in place and the school encourages positive attitudes amongst its pupils on issues such as acknowledging diversity and promoting equality on the basis of race, gender and background.
- 101 Through the School Council pupils receive good opportunities to develop their awareness of citizenship, the importance of democracy together with the right to express their views about various aspects of the life of the school. It operates within the guidelines.
- 102 Pupils with additional learning needs are identified and assessed at an early stage and there are effective systems in place to support their education. Individual education plans are of good quality and they contain concise, clear and relevant targets. These are reviewed on a termly basis and parents are fully informed and involved at all stages of the Code of Practice.
- 103 The school has appropriate arrangements for encouraging pupils to adopt a healthy lifestyle. Much emphasis is given to promoting healthy eating during snack and mealtimes and good opportunities are provided for pupils to improve their fitness levels.
- 104 The school is fully aware of its statutory requirements regarding provision for pupils and adults with physical difficulties. It has produced an Accessibility Plan based on the requirements of the 2001 Disability and Special Educational Needs Act. The school's Disability Equality Plan is currently at the draft preparation stage.

## **Leadership and management**

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

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

- 105 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 106 The headteacher and governing body provide a clear sense of direction for the school's development. Common values are shared in relation to learning, behaviour, inter-relationships and equal opportunities. There are appropriate aims and policies in place which focus on pupils' needs and on creating the best possible conditions for each individual to develop.
- 107 The positive leadership of the headteacher, who has a qualification under the National Headship Development Programme, provides effective co-ordination for the efforts of all. The contribution of each member of staff is valued, their views are given careful consideration when producing policies and making key decisions.
- 108 Good attention is given to local and national priorities. The school holds the Basic Skills Quality Mark and is currently preparing for the implementation of the Foundation Phase. Oracy projects are promoted and the school works effectively with other cluster members in the Pencoed area and has an agreed agenda to ensure continuity in teaching and learning between Key Stages 2 and 3.
- 109 Appropriate performance management arrangements have been established and the objectives set promote the continuous professional development of staff whilst also addressing the priorities set for the school as a whole.
- 110 Members of the governing body, a number of whom are new to their responsibilities, have a good understanding of their role. They are keenly interested in their work; know the school well, and through their visits, direct links with curriculum coordinators and detailed reports from the headteacher, are able to contribute effectively to the school's strategic planning and direction.
- 111 The school fulfils the requirements in relation to teaching time, but there are minor omissions to the school's prospectus.

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

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

- 112 The findings of the inspection team match the judgement made by the school in the self-evaluation report.

- 113 Self-evaluation arrangements have been in place for a number of years and teachers shoulder a good measure of responsibility as curriculum coordinators. A good range of strategies are employed to gather evidence, including the monitoring of teacher planning, lesson observation, pupils' own self-evaluations and scrutinising of their work, and analysis of test and assessment results. The work is undertaken thoroughly and systematically against a background of a carefully thought out school policy.
- 114 Consideration is given to the pupils' voice in the development of the school through the School Council. The school works in a completely open manner; parents are asked to comment formally on a range of issues and are also encouraged to call in to discuss face to face any concerns about procedures or provision.
- 115 The self-evaluation report produced by the school prior to the inspection has been thoroughly undertaken and responds to each of the areas for evaluation contained within the framework for inspection. It identifies a significant number of areas and aspects that are strengths together with those that require further attention. It refers to a good range of evidence to support the judgements made.
- 116 The school's development plan, set to a three-year cycle, is a useful document for providing strategic direction for the work of the school. The expected outcomes together with the proposed monitoring methods are identified, implementation responsibilities are allocated to individuals and resources are earmarked for particular developments. The implementation of the Plan together with the impact of developments at the school are monitored and reported on, and discussed regularly at staff and governing body meetings. Whilst the priorities identified within the current plan are appropriate, it would benefit from more clarity in respect of the setting of targets for improving the standards achieved by pupils.
- 117 The findings of the inspection team match the judgements made by the school in each of the seven Key Questions.
- 118 The school has made good progress since the last inspection in addressing the key issues that were identified for action by the inspection team in 2002.

**Key Question 7: How efficient are leaders and managers in using resources?  
Grade 2: Good features and no important shortcomings**

- 119 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 120 The school's teachers have the required knowledge and expertise to teach all aspects of the curriculum together with classroom support staff and volunteer helpers who work very effectively with them. The school makes good use of specialist teaching in areas such as information technology and science, with the headteacher shouldering some teaching responsibilities.

- 121 Appropriate job descriptions are in place for members of staff. There are good arrangements in place to promote professional development through local and national courses. Teachers are also encouraged to seek bursaries from the General Teaching Council for Wales.
- 122 There are effective arrangements for reducing the teachers' workload and for providing them with non-contact time for planning, preparation and assessment.
- 123 The school is well resourced for the whole of the age range, including the under-fives, with pupils able to access materials with relative ease. There are interactive whiteboards in each classroom and there is a good supply of computers. Effective use is made of community resources and beyond, to promote the learning experiences of the pupils.
- 124 Through and through, the building is well maintained, although the demountable cabin located in one of the yards, and no longer used, is deteriorating quite badly and in need of demolition. The main building provides suitable access for those with physical disabilities. The standard of cleanliness is good.
- 125 Internally, great care has been taken to celebrate pupils' work through tasteful, stimulating and interesting displays in all areas, including cloakrooms.
- 126 Expenditure decisions are well reconciled with the school's priorities. The head-teacher, administrative staff and governing body manage the budget carefully and the school provides value for money.

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

### **Under fives**

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

- 127 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. They receive broad and rich experiences in a secure and stimulating environment, both within the classroom and out of doors.

#### ***Language literacy and communication***

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

##### **Good features**

- 128 Overall, both the nursery and reception children listen well to their teacher, assistants and volunteers, as well as their peers. They enjoy listening to a variety of stories and presentations based on the Chinese New Year. They are

able to recall a range of rhymes and lullabies in English and some in Welsh, pronouncing the words clearly. They use new vocabulary introduced to them effectively during role-play in their 'Chinese Restaurant' and during conversation in class. Their understanding of linguistic syntax is developing very well. Nursery children come to recognise the sound and form of a range of letters of the alphabet that they have found hidden in the sand tray. Both nursery and reception children handle books correctly and reception children are able to underwrite, and in some cases copy, the simple sentences on the Chinese New Year that they offer their teacher.

### **Shortcomings**

129 There are no significant shortcomings.

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

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

### **Good features**

130 The nursery children learn to become friends and to give consideration to the needs of others. They give thanks on a regular basis and begin to understand that they must wait for their turn and share resources. They are eager to help each other. The reception children make clear progress in their personal and social development. They respond appropriately to the chosen way of working, have formed good inter-relationships with each other and with adults, and ask for support when it is required. They concentrate well and are able to perform their activities with a fair degree of independence.

### **Shortcomings**

131 There are no significant shortcomings.

### ***Mathematical development:***

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

### **Good features**

132 The nursery and reception children are able to work on simple counting games, sing number rhymes in both English and Welsh, and complete a range of practical activities, both in and out of doors, to develop their counting skills. They are able to count familiar objects and recognise simple numbers effectively. Both nursery and reception children can count forwards and backwards and they make particularly good progress in this aspect of their number work. They recognise simple two-dimensional shapes and some solid shapes well. They understand and use simple mathematical language relating to mass and capacity as they play with water and sand. They understand a number of concepts related to the measures such as largest/smallest, tallest/shortest, heavy/light. In due course they come to use non-standard units to measure, for example, different giraffes.

### **Shortcomings**

133 There are no significant shortcomings.

***Knowledge and understanding of the world:***

**Grade 1: Good with outstanding features**

**Outstanding features**

134 The skills displayed by the nursery and reception children as they respond to their scientific enquiry tasks are outstanding. They observe accurately changes to various strengths of squash when water is added to it, how water can form drops and also the class frog's habitat.

**Good features**

135 The children begin to appreciate the importance of the environment. They have visited a forest, know about seasonal characteristics and have picked broad beans from the school's garden. They have an increasingly sound understanding of materials such as those that are attracted to a magnet. The children are aware of the work of people in their community and have recently visited a local Chinese restaurant. They have a good developing understanding of the concept of time in the context of day-to-day activities, and quickly come to recognise the days of the week and which day it is. They are knowledgeable about the features in their village such as the location of the post box and that it is mainly a residential area. They are learning about food and its sources. They can handle the mouse competently to complete a number of tasks on the computer. They are aware of various means of joining materials, as seen in their work in creating model cooking appliances.

**Shortcomings**

136 There are no significant shortcomings.

***Physical development:***

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

**Good features**

137 The nursery and reception children show good skills when using items of equipment such as brushes of various sizes, pencils, and scissors as well as pasting, cooking and building equipment. When playing on the yard, they display a good awareness of safety and they make sensible use of space. They are able to pedal, steer, run, skip and jump and use the various wheeled toys and other large play equipment with a good degree of confidence.

**Shortcomings**

138 There are no significant shortcomings.

***Creative development:***

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

**Good features**

139 Both nursery and reception children are familiar with many Welsh and English songs and sing them enthusiastically. Nursery children use body percussion

and later, instruments, to maintain an effective beat to a song related to the Chinese New Year. They recognise and name some simple percussion instruments. Reception children, again, in work based on the Chinese New Year, explore the various sounds in the music and use percussion instruments well to reflect what they hear. They suggest various ways in which a dragon might move and perform their ideas effectively as they learn to move to a musical poem. Nursery and reception children make confident use of a range of materials to create individual paintings, pictures of characters, patterns and *collage* work. Nursery children's on going work on creating a large class dragon and the reception children's use of junk materials to produce dragons on a smaller scale is developing well.

### **Shortcomings**

140 There are no significant shortcomings.

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

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

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

### **Good features**

- 141 In Key Stages 1 and 2, pupils listen attentively and with interest to teachers and their peers. They converse confidently in groups and also with visitors, expressing their opinions clearly and using vocabulary appropriate to the occasion.
- 142 Pupils in Key Stage 1 develop positive attitudes to reading and by the end of the key stage the majority read fluently, correctly and with understanding. The more able pupils read expressively and have a good understanding of the characters, settings and structure of stories.
- 143 Their standard of writing is good. They write for different purposes and produce a range of texts in an appropriate style. Pupils record personal experiences, compose simple poems and write about topics that have inspired them, such as a description of an Autumn morning and an interesting account following a visit to Bristol Zoo.
- 144 In Key Stage 2, the majority of pupils make good progress in their reading. They read with increasing independence and enjoyment, using a range of appropriate strategies of contextual, phonetic and visual clues. They make sensible predictions about the outcome of a story and make good progress in using texts to infer and deduce meaning. Towards the end of the key stage, the more able pupils are proficient readers and have developed tastes for different genres of writing and for different authors and dramatists such as Jacqueline Wilson, Michael Morpurgo and William Shakespeare.
- 145 They make good progress in their writing. They write for different purposes using a variety of forms suitable for the task. They produce poems, letters, playscripts, reports, instructions and book reviews. The more able write at length, making imaginative use of a wide range of vocabulary.

- 146 Across both key stages, pupils' handwriting, general presentation of work and spelling is developing well.

### **Shortcomings**

- 147 In Key Stage 2, pupils higher order reading skills are underdeveloped.

<b>Science</b>
----------------

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

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

#### **Good features**

- 148 Overall, in Key Stage 1, pupils' scientific investigation skills are developing appropriately. They offer their own ideas, make simple predictions of the expected findings, and with assistance, undertake observations that are related to the task. They have a developing understanding of the requirements of fair testing. From their previous and current work, it was seen that they record their findings in a good variety of ways.
- 149 Pupils' knowledge and understanding of the programmes of study is good. Through their recent investigations, they have gained a good awareness of which materials make a good light blocker and their work on forces has taught them why heavy moving objects are more dangerous than light ones. They use the associated scientific terms correctly. They have a sound understanding of life processes and of the growth of green plants such as the broad bean.
- 150 In Key Stage 2, younger pupils' current work on materials and their properties include testing different materials to make a roof waterproof. They can explain clearly what they wish to do, give confident predictions after asking relevant questions. They fully appreciate the need to undertake the testing in a fair manner. Older pupils in this key stage have successfully tested a variety of materials to determine whether they are conductors or insulators. They build their own circuits quite confidently and use appropriate symbols when recording them.
- 151 Again in this key stage, pupils have good knowledge and understanding of the content of the programme of study, and in general, when undertaking their investigations, make accurate observations and measurements, and succeed in communicating their findings effectively using text, diagram, graphs and tables.

#### **Shortcomings**

- 152 In Key Stage 2, older pupils' higher order scientific enquiry skills are not sufficiently well developed.

## Design technology

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

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

### Good features

- 153 Pupils in Key Stage 1 successfully engage in assignments where they design and make a variety of products, including those with moving parts such as a land yacht. They have learned how to assemble, blend and combine a range of materials and components to make sound structures. Under the guidance of their teachers, they learn to investigate their tasks, such as, for example, the brief to design and make a simple, healthy, enjoyable break snack. This has assisted them in learning how to make informed choices through conducting their own market research into various types of bread, evaluating them systematically against their own grading criteria. They understand terms such as consumer.
- 154 In Key Stage 2, the pupils have responded well to tasks related to solving problems such as designing and making pencil cases, Anderson shelters, and model shop fronts which can be lit for opening on dark nights. The shop frames are soundly constructed and reflect a good level of accuracy in measuring and cutting. Attention has been given to details such as the name of the shop, for example 'Sweet Tooth' and 'Marzipan's', and the type of fonts chosen for the overhead signage. Interiors reflect well the nature of the service provided and consideration has been given to the location of the lighting, recognising the desirability to disguise as far as possible the wiring. In some cases the work is particularly well evaluated noting in detail the problems encountered and how they were overcome.
- 155 Pupils in this key stage are putting the knowledge and understanding previously learned on structures to good use as they begin the task of designing and making a chassis for powered vehicles.

### Shortcomings

- 156 In both key stages, the designs on which pupils base their products are not always sufficiently developed and refined.

## Art

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

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

### Good features

- 157 In Key Stage 1, pupils have a good understanding of the effect that mixing paint has on colours. They experiment enthusiastically when creating pictures and images of Celtic roundhouses, classroom artefacts and sketches of gardens. They display a good knowledge of pattern and line as they produce imaginative self-portraits.

- 158 Pupils demonstrate good creative skills when designing and producing repeating patterns as they attempt to emulate the style of abstract artists such as Bridget Riley. When working with textiles, pupils weave paper and co-operate together to produce a colourful collage and make realistic models of animals which are associated with the Chinese New Year.
- 159 They successfully combine paint and collage techniques to design and make attractive papier mache masks representing Y Fari Lwyd.
- 160 Pupils effectively observe patterns and objects in the environment and use natural resources such as leaves, fruits and seeds to create effective images of autumn fruits.
- 161 Pupils in Key Stage 2 make effective use of their sketchbooks to record ideas, practise techniques and collect visual resources during the investigative process. They show a good understanding of tone, form and pattern as they produce effective sketches of hands, shells and lovespoons.
- 162 Pupils have a good awareness of the work of many established European artists such as Monet and Van Gough and they make good attempts to capture the essence, mood and techniques in their work.
- 163 They have a good understanding of artwork from other places and cultures, such as China and Africa and from various historical periods, as represented in their imaginative portraits of Celtic warriors.

### **Shortcomings**

- 164 In both key stages, pupils knowledge and understanding of the work of Welsh artists is limited.

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

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

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

### **Good features**

- 165 In Key Stage 1, pupils have a good understanding of some stories from the Bible including parables like the 'Prodigal Son' and the 'Lost Sheep'.
- 166 They understand the purpose of celebration and its place within religion. They know the significance of Christian Festivals and can explain some of their special customs.
- 167 Following their visit to St. Crallo's Church, pupils successfully name some of the major church artefacts such as the cross, the font and altar. They understand the significance of prayer as a way of speaking to God. More able pupils effectively compose personal prayers as a means of thanking God.
- 168 Older pupils in the key stage clearly understand that there are a number of other religions besides Christianity. In their study of Judaism, they know the

significance of the Shabbat meal and that the Jews attend the synagogue on Saturdays.

169 In Key Stage 2, pupils continue to develop their expanding knowledge of Christianity, Judaism and Islam and they successfully compare some of their beliefs and traditions. They understand the significance of the Ten Commandments and the Five Pillars of Islam and appreciate the importance of having rules within society. The more able can compare the differences between a Christian and a Muslim marriage highlighting the importance of customs and symbols.

170 Pupils are aware of the contribution of some great religious leaders through the ages such as Moses, Jesus, Mohammed and the Pope. They understand why pilgrimages are important to some religious people and explain the significance of places such as St. David's, Jerusalem and Mecca.

### **Shortcomings**

171 In both key stages, pupils' knowledge about the contribution of people such as St. David, Mari Jones and Bishop William Morgan to the development of Christianity in Wales is underdeveloped.

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

The Inspection findings recognise that the school has continued to make sound progress since its last inspection in 2002. The school is pleased that the inspection has concurred with the findings of the school's own self evaluation programme. We are pleased that the inspectors found our children to be well motivated, respectful and self disciplined. In addition, the good care, support and guidance provided for the children has made a considerable contribution towards creating this school's aim of maintaining a safe, secure learning environment in which every child can achieve their potential.

An action plan will be put into place to address the recommendations in the report. Where it is possible to do so, staff and governors will address the recommendations before the end of this school year.

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

## Appendix 1

### Basic information about the school

Name of school	Coychurch (Llangrallo) Primary School
School type	Community
Age-range of pupils	3 – 11years
Address of school	Main Road, Coychurch, Bridgend.
Post-code	CF35 5HN
Telephone number	(01656) 860256
Headteacher	Mr Martin Kaye
Date of appointment	April 2000
Chair of governors/ Appropriate authority	Mr H Jakeway
Reporting inspector	D M Cray
Dates of inspection	28 – 30 January 2008

## 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	10	9	11	9	14	8	7	7	75

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	2	4.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	--
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	22:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	93.7%	97.2%	94.08%
Summer 2007	90.6%	96%	95.92%
Autumn 2007	95.3%	95.6%	96.03%

Percentage of pupils entitled to free school meals	0
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 2007			Number of pupils in Y2						13	
Percentage of pupils at each level										
			D	N	W	1	2	3	2+	
English:	Teacher Assessment	School				15	54	31	85	
		National			4	13	63	20	83	
English: Oracy	Teacher Assessment	School					69	31	100	
		National			2	10	63	24	87	
English: Reading	Teacher Assessment	School				15	38	36	74	
		National			4	14	55	27	82	
English: Writing	Teacher Assessment	School				31	54	15	69	
		National			5	14	68	12	80	
Mathematics	Teacher Assessment	School				15	54	31	85	
		National			2	10	64	23	87	
Science	Teacher Assessment	School				8	62	31	93	
		National			2	9	65	24	89	

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

In the school	76.9%	In Wales	80.6%
---------------	-------	----------	-------

### National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6						15		
Percentage of pupils at each level											
			D	N	W	1	2	3	4	5	4+
English	Teacher assessment	School						14	14	71	85
		National			1	1	4	16	48	30	78
Mathematics	Teacher assessment	School						7	21	71	93
		National			1	1	3	14	48	33	81
Science	Teacher assessment	School						7	14	79	93
		National			1		2	11	52	34	86

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment

In the school	80%	In Wales	74.2%
---------------	-----	----------	-------

D Pupils who have been disapplied under statutory arrangements, or those for whom teachers were unable to provide an assessment.

N Pupils who have failed to register a level for reasons other than disapplication

W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty four lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

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

The inspection team held post inspection meetings with staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Under-fives; science; design and technology
Mr O Phillips	Team	Key questions 2; 3; 4.	English; art; religious education.
Mrs M Donovan	Lay	Contributions to key questions 1; 3; 4 and 7	

**School's Nominee:** Mr Martin Kaye

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### Acknowledgement

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