

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**DREFACH PRIMARY SCHOOL
HEOL BLAENHIRWAUN
DREFACH
LLANELLI
CARMARTHENSHIRE
SA14 7AN**

School Number: 669/2001

Date of Inspection: 17 – 19 October 2005

by

**Mr D M Cray
Registered Inspector 92/16768**

Date: 25 November 2005

Under Estyn contract number: T/034/05P

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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 past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

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Context

The nature of the provider

- 1 This primary school was established over a century and a quarter ago. It is located in the village of Drefach, near to Cross Hands and serves the village itself and its surrounding rural hinterland. It is maintained by Carmarthenshire Local Education Authority. The area is described as being neither prosperous nor economically disadvantaged. The pupils represent the full range of ability and their attainment levels vary greatly when they are first admitted to school.
- 2 There are currently 68 pupils between 3 and 11 years of age at the school. They are admitted at the beginning of the term of their fourth birthday. Pupil numbers have fallen gradually over the years, but the school now projects some increase in future years.
- 3 Fourteen per cent of pupils are entitled to receive free school meals – a figure that is lower than county (18%) and national (19%) averages. Ten pupils, (15%) are designated as having special educational needs, one of whom has a statement of his needs.
- 4 Some 40% of pupils come from homes where Welsh is the main spoken language. In accordance with the language policy of the local education authority, the school is designated as a 'Category A' school, which means that Welsh is the main medium of teaching and learning for the under-fives and in Key Stage 1. English is formally introduced in Key Stage 2, where both languages are used across the curriculum.
- 5 The headteacher has been in post since September 1985 and all other members of staff were also appointed prior to the last inspection held in October 1999.

The school's priorities and targets

- 6 The school's priorities and targets for 2005 – 2006 include:
 - raising pupils' standards of achievement;
 - fulfilling staffing requirements for planning, preparation and assessment;
 - preparation for the Foundation Stage;
 - establishing a School Council;
 - developing primary and secondary links.

Summary

- 7 The inspection team matched the school's judgement in five of the seven Key Questions. Lower grades were awarded for key questions five and six.

Table of grades awarded

- 8 The inspection team adjudged the work of the school to be 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?	3
6 How well do leaders and managers evaluate and improve quality and standards?	3
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
--	100%	--	--	--

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

Areas of Learning	Nursery	Reception
Language, literacy and numeracy	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 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

- 11 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.

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

Subjects	Key stage 1	Key stage 2
English	---	Grade 2
Mathematics	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

- 13 The under-fives and the pupils in both key stages succeed in their work and they make good progress towards achieving their potential.
- 14 The pupils with special educational needs make good progress towards achieving the targets set for them.
- 15 The under-fives, together with the pupils in Key Stages 1 and 2 make good progress in the development of their communication, mathematical and information technology skills in various contexts across the curriculum.
- 16 Pupils' bilingual skills are developing particularly well.
- 17 In relation to similar schools in Wales in terms of the number of pupils receiving free school meals, the school's performance in both key stages is in the main in the 50% best performing schools, but outside the 25% best.
- 18 The pupils enjoy their work and they engage enthusiastically with the various activities. The vast majority come to be able to concentrate and persevere well.
- 19 Pupils' behaviour is good and they are fully aware of the school's high expectations. This responsible attitude has a positive impact on the quality of their learning.
- 20 Average levels of attendance over the last three terms were over 94%. This is an improvement since the last inspection, but it does not meet Welsh Assembly Government expectations. Pupils' punctuality is generally good.
- 21 The pupils are aware of the community life of their locality and they contribute to a number of local events.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
---	73%	27%	---	--

- 23 The quality of the working relationship between teachers and pupils is good. Their mutual respect has a positive effect on pupils' attitudes towards their work. The teachers have high expectations in relation to appropriate behaviour and authority is established with fairness and clarity.
- 24 The tasks provided motivate and challenge the pupils to work. The teachers use a range of teaching strategies within a caring and purposeful working environment.
- 25 A distinctive feature of the life of the school is the way in which the teachers promote pupils' bilingual skills. Their commitment and sensitivity to the pupils' linguistic needs lead to successful outcomes. They make regular use of good quality language which sets a good example to pupils.
- 26 The pupils' achievements and progress are assessed fairly, accurately and regularly. The reports to parents fulfil requirements.
- 27 Equal access is provided to a curriculum that develops the pupils' knowledge, understanding and skills as they move through the school.
- 28 The provision for personal and social education is good. There are designated lessons in addition to opportunities to discuss various aspects within subjects across the curriculum.
- 29 The learning experiences provided effectively promote the pupils' spiritual, moral, social and cultural development. The assemblies make a good contribution to pupils' spiritual development and they conform to requirements. They are firmly based on Christian principles. The school nurtures sound values and works tirelessly to promote respect and courtesy amongst pupils.
- 30 The partnership with parents is good and during the pre-inspection consultation the parents who responded said that they were happy with the the relationship between the home and the school. Their support for the home/school agreement is good. There are some minor shortcomings in the school prospectus.
- 31 There is a close relationship between the school and the community and pupils support a range of local events and activities throughout the year. The inspectors received a number of supportive letters for the school from the local community.
- 32 The school works closely with a cluster of local primary schools by sharing training opportunities and ideas. There is a good relationship with the secondary schools and this facilitates the transfer of pupils in Year 6.
- 33 The school's arrangements for promoting the Cwricwlwm Cymreig are sound.
- 34 Currently, there are insufficient opportunities to develop the pupils' entrepreneurial skills, and likewise their awareness of the world of work.

- 35 The quality of the care, support and guidance provided to pupils is very good. The pupils feel happy and safe at school.
- 36 Appropriate risk assessments are conducted for Clwb y Ddraig activities. However, the school does not have formal procedures for holding regular risk assessments.
- 37 There are effective procedures in place for monitoring and promoting good behaviour, and anti-bullying practices. The school is very successful in sustaining its high expectations amongst pupils.
- 38 The administration of the attendance registers does not fully meet with statutory requirements. Occasionally, absences for family holidays are authorised for periods in excess of the ten days permitted.
- 39 Although the school has procedures for child protection that are known to all, they are not identified with sufficient clarity in school documentation.
- 40 The provision for pupils with special educational needs is good and it meets in full the requirements of the Code of Practice.
- 41 The school nurtures positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, background and gender. Equal opportunities are provided across curricular and extra-curricular activities.
- 42 The school takes reasonable steps to ensure that disabled pupils are not treated less favourably. Currently, the school does not have an accessibility plan based on the 2001 Special Needs and Disability Act.

Leadership and management

- 43 Under the sound leadership of the headteacher, the staff and governing body work together effectively as they give direction to the school. They share agreed values and their expectations promote high standards.
- 44 Despite some gaps, the school has a range of policies and documents that facilitate the work of setting the direction of the school. Some of them now lack sufficient currency and they are in need of revision.
- 45 The governing body operates in a supportive environment, but as a critical friend. The governors are knowledgeable about the school's performance and the factors that impinge upon it, and they assist the headteacher in the work of strategic planning.
- 46 The school fulfils its responsibilities with regard to hours of teaching, but there are some shortcomings in the annual report of the governing body to parents, that means that it does not meet in full the requirements of Welsh Assembly Government circular 15/01.

- 47 There is room to ensure that self-evaluation processes are more integral to the management of the school than is currently the case.
- 48 The self-evaluation report presented to the inspectors prior to the inspection is a concise and appropriate document that provides an useful overview of the school's situation. This view is supported by evidence from various sources.
- 49 The school development plan identifies school priorities, together with details about operational responsibilities and the resources required to support the various developments. However, there is a need for greater clarity with regard to some of the timelines for realising the priorities and differentiating between short and long term priorities. There is also room to tighten the link between the plan and self-evaluation outcomes.
- 50 The school has made good progress since the last inspection. The targets in the action plan relating to the key issues in the previous inspection have been addressed. There has been a significant improvement in pupils' standards of achievement in English, mathematics and physical education.
- 51 The good supply of teaching staff and learning assistants provides a favourable pupil : teacher ratio. The teachers are well-versed in the areas they teach and good use is made of individual expertise. They regularly update their curricular knowledge and their learning skills by following county and locally based training programmes.
- 52 The school has a good supply of resources for all ages, including the under-fives. They are of good quality and are conveniently accessible for pupils' use.
- 53 The school's resources are managed effectively by the headteacher and governing body and the school provides value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1: maintain and build on the good standards that already exist;
- R2: ensure that a self-evaluation programme is an integral part of the school's strategic planning and that the governing body plays a full part in the processes involved;
- R3: strengthen the school development plan by differentiating between short and long term priorities, and tighten the links between it and self-evaluation outcomes;
- R4: promote pupils' entrepreneurial skills and their awareness of the world of work;

R5: ensure that the school's procedures and its documentation conform in full with current requirements.

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

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

55 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	100%	--	--	--

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

Areas of Learning	Nursery	Reception
Language, literacy and numeracy	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 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

57 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.

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

Subjects	Key stage 1	Key stage 2
English	---	Grade 2
Mathematics	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

- 59 The under-fives and the pupils in both key stages succeed in their work and they make good progress towards achieving their potential.
- 60 The pupils with special educational needs make good progress towards achieving the targets set for them.
- 61 The under-fives, together with the pupils in Key Stages 1 and 2 make good progress in the development of their communication, mathematical and information technology skills in various contexts across the curriculum.
- 62 Pupils' bilingual skills are developing particularly well. In Key Stage 2, they come to be able to use Welsh and English to particularly good effect in their studies across the curriculum.
- 63 In Key Stage 1 in 2005, according to teachers' assessments, 80% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science. In 2004 the figure was 50% (Wales 80%; Carmarthenshire 76%) and in 2003 it was 100% (Wales 79%; Carmarthenshire 78%). The school's results for 2005 were slightly below county and national averages (2004) in all subjects.
- 64 In Key Stage 2 in 2005, according to teachers' assessments, 80% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. In 2004 it was 75% (Wales 72%; Carmarthenshire 74%) and in 2003 the figure was 80% (Wales 71%; Carmarthenshire 69%). The results for 2005 are higher than county and national averages (2004) in all subjects, with the exception of science.
- 65 Over time, there are no obvious patterns of difference in the performance of boys and girls in either key stage.
- 66 In relation to similar schools in Wales in terms of the number of pupils receiving free school meals, the school's performance in both key stages is in the main in the 50% best performing schools, but outside the 25% best.
- 67 The pupils enjoy their work and they engage enthusiastically with the various activities. The vast majority come to be able to concentrate and persevere well. They make good progress in their ability to work independently and by Key Stage 2, they are able to organise their work sensibly and sustain their learning without supervision. The majority of pupils are aware of the strengths of their work and are able to explain what needs to be done to improve it. Almost without exception, they present their work very neatly.
- 68 The pupils' creative skills are developing well across the school.
- 69 Pupils' behaviour is good and they are fully aware of the school's high expectations. They are respectful and courteous towards their peers and adults. They are particularly orderly and disciplined in their contribution to daily routines at the school. This responsible attitude has a positive impact on the quality of their learning.

- 70 Average levels of attendance over the last three terms were over 94%. This is an improvement since the last inspection, but it does not meet Welsh Assembly Government expectations. The attendance levels of the majority of pupils are consistently high. The attendance of the under-fives is lower than the rest of the school, but is consistently above 90%. There is no record of unauthorised absences. Pupils' punctuality is generally good.
- 71 Pupils in both key stages are aware of equal opportunities issues and they acknowledge and respect social and cultural diversity and traditions.
- 72 The pupils are aware of the community life of their locality and they contribute to a number of local events. Their awareness of the world of work is underdeveloped.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 73 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 74 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	73%	27%	--	--

- 75 The quality of the working relationship between teachers and pupils is good. Their mutual respect has a positive effect on pupils' attitudes towards their work. The teachers have high expectations in relation to appropriate behaviour and authority is established with fairness and clarity.
- 76 The tasks provided motivate and challenge the pupils to work. The teachers use a range of teaching strategies within a caring and purposeful working environment.
- 77 They know their pupils well and are aware of the needs of individuals, including those with special educational needs.
- 78 The good features to the teaching include effective presentations with a clear focus on the learning objectives. Good links are made between the lessons and previous work in order to build on pupils' understanding. The teachers plan a range of activities that are effectively differentiated for the entire range of age and ability in class. They employ skilful questioning strategies in order to encourage the pupils to speculate and express their opinions. They succeed in motivating them to work at an appropriate pace. The evaluation periods effectively reinforce the pupils' learning.

- 79 In the Grade 3 lessons, the presentations are lengthy and laborious, and this limits the opportunities that pupils receive to contribute and to think for themselves.
- 80 The assistants work closely with the teachers and they know what is required in order to promote and support the pupils' learning.
- 81 By exchanging classes, the school is able to make very effective use of teachers' expertise.
- 82 A distinctive feature of the life of the school is the way in which the teachers promote pupils' bilingual skills. Their commitment and sensitivity to the pupils' linguistic needs lead to successful outcomes. They make regular use of good quality language which sets a good example to pupils. All pupils receive equal opportunities and experiences and the teachers succeed in developing all pupils to their full potential.
- 83 The quality of teachers' lesson planning is good. The lessons are effectively structured in order to ensure continuity and progress.
- 84 The pupils' achievements and progress are assessed fairly, accurately and regularly. Comprehensive records are kept in the teachers' planning files. A range of tests are used to assess pupils' achievements and in order to identify those who require additional support. Appropriate analyses are undertaken in order to inform the teaching.
- 85 Pupils' work is regularly marked. The feedback provided to pupils highlights what they need to do to improve their work and make progress.
- 86 The pupils' self-assessment skills are developing well and they speak confidently about their work. To date, the practice of setting targets for pupils has not been sufficiently formalised.
- 87 Parents are invited to discuss their children's education and progress on two occasions during the year. The reports to parents fulfil the requirements. The pupils' achievements are noted and a summary report is provided on their personal development. Some personal targets are set for the following year.

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

- 88 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 89 The school provides broad and balanced learning experiences that are sufficiently flexible to meet the needs of all pupils.

- 90 Equal access is provided to a curriculum that develops the pupils' knowledge, understanding and skills as they move through the school.
- 91 The curricular provision for pupils with special educational needs is good. Initiatives such as Dyfal Donc and POPAT succeed in effectively promoting the teachers' work.
- 92 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. The experiences lead naturally to the National Curriculum programmes of study.
- 93 The quality of the schemes of work is variable. A number have been revised during the past year and there is a specific timescale for refining the remainder.
- 94 The learning experiences successfully develop the pupils' basic and key skills, but to date the arrangements for the planning and monitoring of them have not been sufficiently well co-ordinated.
- 95 The provision for personal and social education is good. There are designated lessons in addition to opportunities to discuss various aspects within subjects across the curriculum.
- 96 The learning experiences provided effectively promote the pupils' spiritual, moral, social and cultural development. The assemblies make a good contribution to pupils' spiritual development and they conform to requirements. They are firmly based on Christian principles. The school nurtures sound values and works tirelessly to promote respect and courtesy amongst pupils. As a result, the pupils have an awareness of the moral values that underpin the life of their community.
- 97 The school provides a range of opportunities for pupils to play an active part in a number of local events. The Dragon Sports club meets every week and has recently tasted considerable success in a range of local competitions. Their residential visits to Pendine and Llangrannog camps enhance and promote their social development and sense of personal responsibility.
- 98 The partnership with parents is good and during the pre-inspection consultation the parents who responded said that they were happy with the the relationship between the home and the school. Their support for the home/school agreement is good. The school benefits from the valuable work of the Friends of the School. Parents make a significant contribution to Urdd and Dragon Sports activities and individual pupils and teams have gained success in various related competitions. There are some minor shortcomings in the school prospectus.
- 99 There is a close relationship between the school and the community and pupils support a range of local events and activities throughout the year. The

inspectors received a number of supportive letters for the school from the local community.

- 100 The school works closely with a cluster of local primary schools by sharing training opportunities and ideas. There is a good relationship with the secondary schools and this facilitates the transfer of pupils in Year 6. The school also benefits from the use of the resources of the comprehensive schools, as in the case of the gymnasium for gymnastics lessons.
- 101 Some of the teachers have benefited from management courses organised by Careers Wales and the school receives sponsorship from local businesses. However, the links have not developed to a degree that enables pupils to gain sufficient knowledge about the world of work.
- 102 Members of the recently established School Council appreciate the opportunities they receive to bring their influence to bear on issues affecting their daily lives at school. The Council is in its early stages of development.
- 103 The school's arrangements for promoting the Cwricwlwm Cymreig are sound. The pupils' awareness of cultural traditions in Wales is promoted very effectively through the curriculum, educational visits, and by taking part in activities and events in the local community.
- 104 The quality of the provision for developing the pupils' bilingual competence is outstanding. This enables pupils to become fully bilingual by the end of their time at the school.
- 105 The learning experiences provided in lessons such as art, music, religious education and geography develop the pupils' knowledge and understanding of other cultures.
- 106 The school promotes equal opportunities to good effect. The pupils are aware of the need to show respect for others regardless of their race, disability or gender.
- 107 Overall, the pupils' knowledge and understanding of education for sustainable development are appropriate.
- 108 The pupils' awareness of citizenship and of global citizenship is promoted effectively during services of collective worship and through their geography and religious education lessons. They respond positively to the school's efforts to collect money for national and international charities.
- 109 Currently, there are insufficient opportunities to develop the pupils' entrepreneurial skills.

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

Grade 2: Good features and no important shortcomings

- 110 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 111 The quality of the care, support and guidance provided to pupils is very good. The pupils feel happy and safe at school. They confide in their teachers and are happy to approach them for support and guidance. The teachers know their pupils very well and provide them with an appropriate level of personal support and guidance.
- 112 The care club that is held on the school site offers a range of appropriate after school activities.
- 113 The induction programmes for the nursery children and the latecomers have been developed very well. Parents receive an information pack prior to their children starting at school. The under-fives are introduced gradually to the life and work of the school. They join the class for a number of sessions before starting full time. The pupils who arrived as latecomers feel that they are welcomed and supported very well.
- 114 The staff at the school are mindful of pupils' personal safety and welfare during lessons and at break times. Effective support is provided during personal and social education lessons. Pupils receive opportunities to discuss a range of issues including personal safety.
- 115 Appropriate risk assessments are conducted for Campau'r Ddraig activities. However, the school does not have formal procedures for holding regular risk assessments.
- 116 There are effective procedures in place for monitoring and promoting good behaviour and anti-bullying practices. The school is very successful in sustaining its high expectations amongst pupils.
- 117 The administration of the attendance registers does not fully meet with statutory requirements. There is some inconsistency in the differentiation between authorised and unauthorised absences. Occasionally, absences for family holidays are authorised for periods in excess of the ten days permitted. The attendance records are kept in computerised form and this facilitates the monitoring of individual pupils.
- 118 Although the school has procedures for child protection that are known to all, they are not identified with sufficient clarity in school documentation.
- 119 The provision for pupils with special educational needs is good and it meets in full the requirements of the Code of Practice. Effective use is made of standard tests for the purposes of needs identification at an early stage. Appropriate support is provided that enable the pupils to make good progress according to their ability and to avail themselves fully of the life and work of the school. The quality of the individual education plans is good. The evaluations of pupils' achievements and progress are monitored carefully and

they give guidance as to the next steps to be taken. The plans are reviewed twice yearly and parents are invited to participate in this process.

- 120 The school nurtures positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, background and gender. Equal opportunities are provided across curricular and extra-curricular activities.
- 121 The school takes reasonable steps to ensure that disabled pupils are not treated less favourably. Currently, the school does not have an accessibility plan based on the 2001 Special Needs and Disability Act.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 122 The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.
- 123 Under the sound leadership of the headteacher, the staff and governing body work together effectively as they give direction to the school. They share agreed values and their expectations promote high standards.
- 124 Equal opportunities are promoted for all and the teachers fulfil their teaching responsibilities in a thorough and conscientious manner, and they make an important contribution to standards and to the overall development of the school. They have embarked upon the process of contributing towards evaluating curriculum subjects, but there is a need to further develop these responsibilities, including observation of teaching.
- 125 Despite some gaps, the school has a range of policies and documents that facilitate the work of setting the direction of the school. Some of them now lack sufficient currency and they are in need of revision.
- 126 It was seen from the minutes of staff meetings that they meet regularly to discuss management and curricular issues.
- 127 Good consideration is given to Welsh Assembly Government priorities. The school has recently gained the Basic Skills Agency Quality Mark accreditation for the second time and the national agreement in relation to reducing teachers' workloads is operated effectively. The arrangements for performance management have a positive impact.
- 128 There is room to ensure that self-evaluation processes are more integral to school management than at present.
- 129 The school benefits from its co-operation with partnerships such as primary and secondary schools in Cwm Gwendraeth.

- 130 The governing body operates in a supportive environment, but as a critical friend. The governors are knowledgeable about the school's performance and the factors that impinge upon it, and they assist the headteacher in the work of strategic planning. The members undertake visits to school according to an agreed rota, but there are no specific objectives to the visits. The majority of the headteacher's reports to the governing body are also provided orally. There is therefore room to secure a greater degree of formality and structure in these arrangements.
- 131 The school fulfils its responsibilities with regard to hours of teaching, but there are some shortcomings in the annual report of the governing body to parents, that means that it does not meet in full the requirements of Welsh Assembly Government circular 15/01.

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

Grade 3: Good features outweigh shortcomings

- 132 The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.
- 133 Elements of formal arrangements for self-evaluation have been put in place at the school in the relatively recent past and the monitoring programme has addressed issues relating to the standards achieved by pupils in some curriculum subjects. This work is good and is beginning to have an impact, but self-evaluation is not yet a sufficiently integral part of the school's strategic planning.
- 134 No evidence was seen that sufficient consideration is being given to presenting the findings of the school's evaluations to the Governing Body.
- 135 Data is analysed effectively and there is a good level of awareness of how the school is performing in county and national contexts. However, the school does not set rolling targets in accordance with the statutory requirements of the Welsh Assembly Government.
- 136 Consideration is given to the pupils' voice in the development of the school through the recently established School Council and through the medium of parental questionnaires.
- 137 The self-evaluation report presented to the inspectors prior to the inspection is a concise and appropriate document that provides an useful overview of the school's situation. It provides an appraisal of all aspects of the inspection and gives a good indication of the school's strengths, together with some of the issues that require further attention. This view is supported by evidence from various sources.
- 138 The school development plan identifies school priorities, together with details about operational responsibilities and the resources required to support the

various developments. However, there is a need for greater clarity with regard to some of the timelines for realising the priorities and differentiating between short and long term priorities. There is also room to tighten the link between the plan and self-evaluation outcomes.

- 139 The inspection team matched the school's judgement in five of the seven Key Questions. Lower grades were awarded for key questions five and six.
- 140 The school has made good progress since the last inspection. The targets in the action plan relating to the key issues in the previous inspection have been addressed. There has been a significant improvement in pupils' standards of achievement in English, mathematics and physical education.

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

Grade 2: Good features and no major shortcomings

- 141 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 142 The good supply of teaching staff and learning assistants provides a favourable pupil : teacher ratio. The teachers are well-versed in the areas they teach and good use is made of individual expertise. They are aware of the responsibilities highlighted in their job descriptions. The assistants fulfil their responsibilities effectively.
- 143 The teachers regularly update their curricular knowledge and their learning skills by following county and locally based training programmes.
- 144 The school has a good supply of resources for all ages, including the under-fives. They are of good quality and are conveniently accessible for pupils' use. There is room to add to the one interactive whiteboard currently available. The school has succeeded in improving its outdoor play facilities for the under-fives.
- 145 The buildings are well maintained. Overall, the classrooms provide adequate space for the numbers of pupils accommodated. The school lacks a hall and some of the classrooms have to double up as a refectory. However, the teachers make good and effective use of what is available. The buildings do not provide complete disabled access.
- 146 There is enough space for the pupils to play on the hard surface and grassed areas.
- 147 The school's resources are managed effectively by the headteacher and governing body. The budget is carefully supervised in order to ensure that efficient use is made of the resources to support the school's priorities. The school currently has a considerable surplus that has been primarily earmarked to sustain the current staffing model. It is expected that this surplus

will have reduced considerably by the end of 2005-2006. The school provides value for money.

- 148 The school has acted upon the few minor shortcomings in its financial arrangements identified by the County's internal auditors in their recent report.

Standards achieved in subjects and areas of learning

The under-fives

- 149 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.

Nursery - Grade 2: Good features and no important shortcomings

Reception - Grade 2: Good features and no important shortcomings

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

- 150 The nursery and reception children listen well to their teacher, the assistant and their peers. They enjoy listening to a variety of stories and presentations. They receive regular opportunities to develop their spoken language and use newly acquired vocabulary introduced to them during role play and unstructured conversation in class. Their pronunciation is clear and their understanding of linguistic syntax is developing well. They recognise the sound and form of letters of the alphabet and make good progress in their basic reading skills. The children handle books correctly and they know that words and pictures convey meaning. A number of the older children seek to write words and to build simple sentences.

Personal and Social Development

Grade 2: Good features and no important shortcomings

- 151 The nursery and reception children interact effectively with adults. They display increasing ability to play together happily with the older children in their class. They are able to communicate and socialise well in small groups and begin to develop independent learning strategies. The children exhibit a genuine interest in what they do and a willingness to wait their turn during conversations or playing games. They are confident and are able to concentrate and persevere until they have completed the task. They behave well and are happy to help each other.

Mathematical Development

Grade 2: Good features and no important shortcomings

- 152 The nursery and reception children are able to work at simple counting games and can undertake a range of practical activities to develop their counting skills. The older children are able to count forwards and backwards from a set number and they make good progress in their number work. They recognise simple two-dimensional shapes well and are able to describe some of their characteristics. They are able to follow and create patterns according to shape, colour and size in addition to using the faces of a range of three-dimensional shapes to create repetitive shapes. They understand and use simple mathematical language relating to capacity and volume when playing with sand. They understand a number of concepts related to the measures such as largest/smallest, tallest/shortest, longest/shortest, heavy/light.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

- 153 The nursery and reception children are able to talk confidently about the weather and can recognise a series of simple weather symbols. They have a good understanding of what happens during the Autumn season including hibernation and leaf fall. They understand that leaves vary according to shape, colour and size. They reception children's previous work shows that they know about life and work in 'days gone by'. They realise that this differs to current conditions of life and work. They know of some of the working practices of the collier and use the role-play corner in order to enhance their understanding. They can identify some of the characteristics of the school and the local area. They can recognise a number of the people who help them in the community and are able to talk about their work and dress. The children's current work shows that they are familiar with various sources of communication. They know the difference between farm animals and wild animals and are able to place them in their appropriate 'habitat'.

Physical Development.

Grade 2: Good features and no important shortcomings

- 154 The nursery and reception children use a wide variety of outdoor play equipment on a daily basis. They are able to push, pull and steer the mobile equipment with increasing skill. They move confidently in response to the teacher's instructions and are able to make good use of the space around them. They are able to complete a range of movements and can also skilfully change direction, level and shape. They effectively handle and control objects such as building blocks, paint brushes, scissors and dough design equipment.

Creative Development

Grade 2: Good features and no important shortcomings

- 155 The nursery and reception children enjoy singing and they exhibit enthusiasm and imagination when responding to the song 'Y Pyped' (The Puppet). They are able to make good use of their dance skills as they imitate autumn leaves

falling from the trees. They are able to identify a range of non-pitch percussion instruments and they know how to produce soft and loud sounds. They use a range of colours to create effective imprints and pictures. They enjoy their role-play experiences and make good use of their imagination to convey the work of people who help them.

Shortcomings

- 156 The children's ability to experiment and investigate have not been sufficiently developed.

English

- 157 The programme of study for English is not introduced formally to pupils until the beginning of Key Stage 2.

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

Good features

- 158 The pupils listen attentively to the teachers and to the contributions of other pupils. Their oral skills are good. They make sensible contributions to various discussions and are happy to ask and answer oral questions.
- 159 They make good progress in their reading and the majority read accurately and with a good degree of understanding. They exhibit the ability to cast their voice and modify the tone, pace and style as they read a range of poetry aloud. They make effective use of their reading skills to retrieve and gather information. They appreciate the range and variety of fiction books that are available to them. They study the work of authors such as Dick King Smith and know how to express opinions about his work with clarity and succinctness.
- 160 The pupils write in a range of styles including scripts, stories, directions and imaginative responses to a specific question. They realise that language form depends on its purpose and audience. They understand the importance of creating engaging presentations at the beginning of a piece of work in order to catch the reader's attention. They make effective use of similes, idioms and adjectives when writing creatively or when creating pieces of poetry. The pupils' poetic output is an impressive feature of their written work. They exhibit growing confidence when playing with words and rhymes. Their recent study has led to very effective pieces of poetry. Overall, they exhibit an understanding of paragraphing and punctuation in their current work.
- 161 The pupils' handwriting is very good and they present their work in a very neat and tidy manner.

Shortcomings

- 162 The spelling of some pupils lacks care, as they repeat the same errors.

Mathematics

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

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

Good features

- 163 In Key Stage 1, the pupils have a good understanding of number bonds and patterns. They come to use addition, subtraction and multiplication processes with increasing accuracy and they have a sound understanding of place value.
- 164 They recognise two-dimensional shapes and in time, a good range of three-dimensional shapes. They know of a number of their characteristics, using the appropriate mathematical language to record their work.
- 165 The pupils move on quickly to use standard measures and they come to do so confidently and accurately through practical experiences such as measuring objects in the classroom.
- 166 They collect data about the weather, the colours of balloons and the fruit they eat, transferring it accurately into graphical form.
- 167 In Key Stage 2, the pupils' grasp of the four rules of number and their understanding of the relationship between them is good. Their work shows that they understand the relationship between decimal, fractional and percentage forms. They are able to estimate answers by making approximations.
- 168 It was seen from pupils' previous work in this key stage that they use the appropriate units to accurately measure length, mass, capacity and time.
- 169 The pupils' understanding of symmetry is developing quickly and accurately across the key stage. They come to recognise the lines of symmetry found in a variety of different shapes.
- 170 They accurately produce a range of different graphs when conducting other surveys and investigations, such as their work on homes.

Shortcomings

- 171 There are no significant shortcomings.

Design and 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

- 172 Pupils in Key Stage 1 successfully undertake assignments which involve designing and making a variety of products. They develop their own ideas by making freehand drawings, as in the case of beach hats, experimenting with dough various moving characters, and using building kits to make models of fire engines, before selecting the most appropriate one for the task in question.

- 173 They assemble, join and combine a wide range of materials and components, whilst keeping an eye on the finish of their products. They are able to identify the main strengths of their work whilst indicating where improvements could be made.
- 174 Pupils in Key Stage 2 have conducted detailed investigations into a very wide range of signs from various sources, before embarking on the process of producing their own shop sign. They develop their awareness of marketing techniques and of the impact they have on the consumer. From the designs, it was seen that they intend to make use of electrical components to create special effects in their products.
- 175 From their previous work, it was seen that the pupils' awareness of food technology and mechanisms is developing well.
- 176 Across the key stage, the pupils are able to discuss the main strengths of their work, as well as indicating how further improvements could be made.
- 177 In both key stages, it was seen that the pupils' finished articles are of a consistently high standard. They take considerable pride in their work.

Shortcomings

- 178 There are no important shortcomings.

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

- 179 The work produced by pupils across the school is of a consistently high standard, using an appropriate range of media and techniques.
- 180 In Key Stage 1, the pupils enjoy experimenting with colour and tone. They display good observational skills with regard to details of form, shape, texture and line as they sketch a collection of leaves. They understand how to create effects solely by using a pencil.
- 181 The pupils' printing work is developing well. They use a variety of leaves to print on silk paper. They are able to create repetitive patterns using a range of objects. They produce interesting and colourful work using cuttings from fruit and vegetables.
- 182 In Key Stage 2, the pupils' understanding of visual language is developing well. They are familiar with the process of responding to their own work as well as that of famous artists.
- 183 The younger pupils in this key stage have studied a range of patterns including some from other cultures. They use a computer programme to

create colourful, repetitive patterns. Their exhibition on the theme 'Ffrwydro Ffurfiâu'(Forms Exploding) is impressive.

- 184 The pupils use their sketchbooks effectively to record their investigative and experimental work.
- 185 They come to understand the styles of famous artists by studying and emulating their work. The older pupils' study of the work entitled '*Starry Night*', by the artist Van Gogh, has inspired the pupils to use a range of media to create a series of commendable emulations.
- 186 They experiment with a range of techniques and materials in order to create three-dimensional forms, including their highly skilful work on creating masks.

Shortcomings

- 187 The pupils' awareness of the work of artists from Wales has not been sufficiently developed.

Physical education

- 188 Evidence was seen that during the educational year the school provides a balanced programme of experiences in physical education.

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

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

Good features

- 189 Pupils in both key stages work energetically. They listen attentively to instructions and concentrate well when working.
- 190 They make effective use of space during their warm up exercises. They work safely, taking care of the wellbeing of others.
- 191 In their dance work, the standards displayed by pupils in Key Stage 1 are good. They make effective and creative use of their bodies to emulate the movements of 'Dail yr Hydref' (Autumn Leaves). They experiment and practise different sequences and succeed in putting them together in one seamless movement. They move effectively to the sound of the 'wind', slowing and accelerating as required.
- 192 They work in an orderly manner and they gain considerable pleasure from their performances.
- 193 The younger pupils in Key Stage 2 build effectively on the dance skills they were taught in the previous key stage. They maintain a good beat as they combine a sequence of movements such as walking, skipping, hopping and running. They evaluate their work and work effectively with a partner.

- 194 When handling balls, the older pupils display increasing levels of skill. They adhere to the rules presented to them.
- 195 In their gymnastics work, a good number of pupils display good technique when working on the floor and in climbing. The majority are willing to venture and they use apparatus with good emphasis on balance, and landing safely. Their awareness of the basic shapes in gymnastics is developing well.

Shortcomings

- 196 In Key Stage 2, there is room for some individuals to improve their ball dribbling skills.
- 197 Some individuals do not exhibit sufficient mastery of the appropriate skills when climbing up and down the ropes.

School's response to the inspection

The school appreciates the fact that the inspection acknowledges that standards at Ysgol Drefach are consistently good. It was pleasing to see that the inspectors had noted the pupils' enthusiasm and enjoyment in their lessons, the school's high expectations, the good partnership with parents, the close relationship between the school and community and that the school nurtures respect and courtesy amongst pupils.

It was seen that the quality of care, support and guidance provided to pupils is very good and that the children feel happy and safe at school. It is acknowledged that the teachers are well versed in the areas they teach and that good use is made of teachers' expertise. It is also noted that the sound leadership of the headteacher provides a sense of direction for the school and that he, the staff and governors have high expectations that promote high standards. It was said that the pupils' bilingual skills is an impressive feature.

Shortly, an action plan will be produced by the staff and governors in order to address the few recommendations in the report.

Appendix A

Basic information about the school

Name of school	Drefach
School type	Community
Age-range of pupils	3-11 years
Address of school	Heol Blaenhirwaun Drefach Llanelli
Post-code	SA14 7AN
Telephone number	(01269) 841564
Headteacher	Mr D L Daniels
Date of appointment	September 1985
Chair of governors/ Appropriate authority	Mrs Nia Lewis
Reporting inspector	Mr D M Cray
Dates of inspection	17-19 October 2005

Appendix B

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	2	10	9	12	6	10	9	10	68

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	0	4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2005	--	93.25%	94.4%
Spring 2005	--	92.65%	93.5%
Autumn 2004	--	94.1%	95.3%

Percentage of pupils entitled to free school meals	14%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

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

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

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	72%

Appendix D

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 six 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;
- nineteen 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 E

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.	Mathematics; design and technology; physical education.
Mrs SA Taylor	Team	Key questions 2; 3; 4.	Under-fives; English; art.
Mr E James	Lay	Contributions to key questions 1; 3; 4 and 7	

School's Nominee: Mr D L Daniels.

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.

SUMMARY REPORT ON THE INSPECTION OF DREFACH PRIMARY SCHOOL

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Drefach Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Drefach Primary School took place between 17-19 October 2005. An independent team of inspectors, led by Mr 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:

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 past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

The inspection team matched the school's judgement in five of the seven Key Questions. Lower grades were awarded for key questions five and six.

Table of grades awarded

The inspection team adjudged the work of the school to be as follows:

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

Standards

Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
--	100%	--	--	--

Standards achieved in the lessons inspected are as follows:

Areas of Learning	Nursery	Reception
Language, literacy and numeracy	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 2	Grade 2
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

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.

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

Subjects	Key stage 1	Key stage 2
English	---	Grade 2
Mathematics	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

The under-fives and the pupils in both key stages succeed in their work and they make good progress towards achieving their potential.

The pupils with special educational needs make good progress towards achieving the targets set for them.

The under-fives, together with the pupils in Key Stages 1 and 2 make good progress in the development of their communication, mathematical and information technology skills in various contexts across the curriculum.

Pupils' bilingual skills are developing particularly well.

In relation to similar schools in Wales in terms of the number of pupils receiving free school meals, the school's performance in both key stages is in the main in the 50% best performing schools, but outside the 25% best.

The pupils enjoy their work and they engage enthusiastically with the various activities. The vast majority come to be able to concentrate and persevere well.

Pupils' behaviour is good and they are fully aware of the school's high expectations. This responsible attitude has a positive impact on the quality of their learning.

Average levels of attendance over the last three terms were over 94%. This is an improvement since the last inspection, but it does not meet Welsh Assembly Government expectations. Pupils' punctuality is generally good.

The pupils are aware of the community life of their locality and they contribute to a number of local events.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
---	73%	27%	---	--

The quality of the working relationship between teachers and pupils is good. Their mutual respect has a positive effect on pupils' attitudes towards their work. The teachers have high expectations in relation to appropriate behaviour and authority is established with fairness and clarity.

The tasks provided motivate and challenge the pupils to work. The teachers use a range of teaching strategies within a caring and purposeful working environment.

A distinctive feature of the life of the school is the way in which the teachers promote pupils' bilingual skills. Their commitment and sensitivity to the pupils' linguistic needs lead to successful outcomes. They make regular use of good quality language, which sets a good example to pupils.

The pupils' achievements and progress are assessed fairly, accurately and regularly. The reports to parents fulfil requirements.

Equal access is provided to a curriculum that develops the pupils' knowledge, understanding and skills as they move through the school.

The provision for personal and social education is good. There are designated lessons in addition to opportunities to discuss various aspects within subjects across the curriculum.

The learning experiences provided effectively promote the pupils' spiritual, moral, social and cultural development. The assemblies make a good contribution to pupils' spiritual development and they conform to requirements. They are firmly based on Christian principles. The school nurtures sound values and works tirelessly to promote respect and courtesy amongst pupils.

The partnership with parents is good and during the pre-inspection consultation the parents who responded said that they were happy with the the relationship between the home and the school. Their support for the home/school agreement is good. There are some minor shortcomings in the school prospectus.

There is a close relationship between the school and the community and pupils support a range of local events and activities throughout the year. The inspectors received a number of supportive letters for the school from the local community.

The school works closely with a cluster of local primary schools by sharing training opportunities and ideas. There is a good relationship with the secondary schools and this facilitates the transfer of pupils in Year 6.

The school's arrangements for promoting the Cwricwlwm Cymreig are sound.

Currently, there are insufficient opportunities to develop the pupils' entrepreneurial skills, and likewise their awareness of the world of work.

The quality of the care, support and guidance provided to pupils is very good. The pupils feel happy and safe at school.

Appropriate risk assessments are conducted for Clwb y Ddraig activities. However, the school does not have formal procedures for holding regular risk assessments.

There are effective procedures in place for monitoring and promoting good behaviour, and anti-bullying practices. The school is very successful in sustaining its high expectations amongst pupils.

The administration of the attendance registers does not fully meet with statutory requirements. Occasionally, absences for family holidays are authorised for periods in excess of the ten days permitted.

Although the school has procedures for child protection that are known to all, they are not identified with sufficient clarity in school documentation.

The provision for pupils with special educational needs is good and it meets in full the requirements of the Code of Practice.

The school nurtures positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, background and gender. Equal opportunities are provided across curricular and extra-curricular activities.

The school takes reasonable steps to ensure that disabled pupils are not treated less favourably. Currently, the school does not have an accessibility plan based on the 2001 Special Needs and Disability Act.

Leadership and management

Under the sound leadership of the headteacher, the staff and governing body work together effectively as they give direction to the school. They share agreed values and their expectations promote high standards.

Despite some gaps, the school has a range of policies and documents that facilitate the work of setting the direction of the school. Some of them now lack sufficient currency and they are in need of revision.

The governing body operates in a supportive environment, but as a critical friend. The governors are knowledgeable about the school's performance and the factors that impinge upon it, and they assist the headteacher in the work of strategic planning.

The school fulfils its responsibilities with regard to hours of teaching, but there are some shortcomings in the annual report of the governing body to parents, that means that it does not meet in full the requirements of Welsh Assembly Government circular 15/01.

There is room to ensure that self-evaluation processes are more integral to the management of the school than is currently the case.

The self-evaluation report presented to the inspectors prior to the inspection is a concise and appropriate document that provides an useful overview of the school's situation. This view is supported by evidence from various sources.

The school development plan identifies school priorities, together with details about operational responsibilities and the resources required to support the various developments. However, there is a need for greater clarity with regard to some of the timelines for realising the priorities and differentiating between short and long term priorities. There is also room to tighten the link between the plan and self-evaluation outcomes.

The school has made good progress since the last inspection. The targets in the action plan relating to the key issues in the previous inspection have been addressed. There has been a significant improvement in pupils' standards of achievement in English, mathematics and physical education.

The good supply of teaching staff and learning assistants provides a favourable pupil : teacher ratio. The teachers are well-versed in the areas they teach and good use is made of individual expertise. They regularly update their curricular knowledge and their learning skills by following county and locally based training programmes.

The school has a good supply of resources for all ages, including the under-fives. They are of good quality and are conveniently accessible for pupils' use.

The school's resources are managed effectively by the headteacher and governing body and the school provides value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1: maintain and build on the good standards that already exist;
- R2: ensure that a self-evaluation programme is an integral part of the school's strategic planning and that the governing body plays a full part in the processes involved;

- R3: strengthen the school development plan by differentiating between short and long term priorities, and tighten the links between it and self-evaluation outcomes;
- R4: promote pupils' entrepreneurial skills and their awareness of the world of work;
- R5: ensure that the school's procedures and its documentation conform in full with current requirements.

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.

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.