

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

A Report on the Quality of Education in

**Ferryside Voluntary Controlled Primary School
Ferryside
Carmarthenshire
SA17 5TB**

School Number: 6693013

Date of Inspection: 22 January 2007

by

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Date of Publication: 26 March 2007

Under Estyn contract number: 1112406

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Ferryside Voluntary Controlled 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 Ferryside Voluntary Controlled Primary School took place between 22/01/07 and 24/01/07. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
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
Leadership and management	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?	15
Key Question 7: How efficient are leaders and managers in using resources?	16
Standards achieved in subjects and areas of learning	17
Welsh first language	17
Science	18
Geography	19
Art	20
Music	21
Physical education	22
School's response to the inspection	23
Appendices	24
1 Basic information about the school	24
2 School data and indicators	24
3 National Curriculum assessments results	25
4 Evidence base of the inspection	25
5 Composition and responsibilities of the inspection team	26

Context

The nature of the provider

1. This Church in Wales Voluntary Controlled School is located in the coastal village of Ferryside, some nine miles from the town of Carmarthen. It serves the village and rural hinterland. There are 50.5 pupils (full-time equivalent), between three and eleven years of age, on the school register. The school admits pupils at the beginning of the term in which they attain their fourth birthday and generally on a full-time basis.
2. The school is of the view that its natural catchment area is neither prosperous nor economically disadvantaged. Fourteen per cent of pupils are entitled to receive free school meals. This is lower than the county and national averages.
3. Pupils are admitted across the full range of ability. The school has identified nine pupils (18%) as having additional learning needs (ALN), including two pupils who have a statement of special educational need.
4. Welsh is the main medium of the life and work of the school but it seeks to ensure that pupils are thoroughly bilingual by the time they transfer to the secondary sector. English is the main language spoken in the homes of 90% of the pupils.
5. The school received the 'Basic Skills Agency Quality Mark' accreditation in 2005.
6. As the school is a Church in Wales Voluntary Controlled School, an inspector appointed by the Church undertook a separate inspection of collective worship.
7. The headteacher was appointed to her post in September 1992. During the two years preceding the inspection, the school experienced long-term staff absences. The school was last inspected in March 2001.

The school's priorities and targets

8. The school's main aim is to create a Christian community, which recognises and values the individual and in which all members are supported to achieve their full potential.
9. The school's main priorities and targets for 2006-2007 include:
 - to improve pupils' Welsh literacy skills across the curriculum;
 - to continue to develop the Eco School and Healthy School projects;
 - to continue to strengthen the monitoring system within the school and develop the governing body's monitoring role and responsibilities;
 - to complete the proposed outdoor work and play area for pupils.

Summary

10. The school achieves its aims of creating a supportive and caring environment for the pupils. All members of staff work together effectively to offer pupils good experiences that promote their learning and development. The school has maintained the good standards since the last inspection and improved standards further in some subjects and in aspects of provision.
11. The self-evaluation report produced by the school prior to the inspection is of good quality and it identifies the school's strengths together with some areas where improvements are required. The inspection team concurred with the school's judgements in six of the seven key questions. A lower grade was awarded to one question, as the inspection team judged that aspects of work relevant to the question require further development.

Table of grades awarded

12. The inspection team judged the work of the school as follows:

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

Standards

13. In the lessons inspected, the standards achieved by pupils are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	67%	22%	0%	0%

14. The school achieves the Welsh Assembly Government (WAG) targets for 2007 that standards of achievement are at least satisfactory (Estyn Grade 3) in 98% of classes inspected, and are good or very good (Estyn Grade 1 and 2) in 65% of classes inspected.

Early years

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

Grades for standards in subjects inspected

Key Stage 1 (KS1) and Key Stage 2 (KS2)

16. In the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 3	Grade 3
Science	Grade 2	Grade 2
Geography	Grade 3	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

17. In the subjects inspected, pupils including those with ALN make good progress in their learning and they achieve the agreed learning aims. Standards are good with no important shortcomings in most subjects. They are good with outstanding features in art. In Welsh, good features outweigh shortcomings and this subject has been identified by the school for further improvement.
18. The early years children make good progress in developing their listening, speaking, reading, writing, numeracy, and information and communication technology (ICT) skills.
19. In both key stages, good features outweigh shortcomings in pupils' standards and progress in the key literacy skills of listening, speaking, reading and writing Welsh across the curriculum. In both key stages, the best work is of a good standard but a significant number of pupils' speaking and writing skills are hampered by a limited subject vocabulary and an insecure grasp of sentence patterns. In KS2, pupils make good use of their English literacy skills in their work across the curriculum and standards are good.
20. In both key stages, the pupils make effective use of their numeracy skills in other subjects and the best work is of a good standard. Pupils make appropriate use of their ICT skills across the curriculum. In general, pupils do not extend and improve these skills consistently.
21. The standards achieved by pupils in their bilingual proficiency show good progress. By the end of KS2, most pupils communicate readily in Welsh and English. Nevertheless, errors in syntax impair the Welsh oral and written expression of a significant minority of pupils.
22. As the number of pupils assessed each year in the National Curriculum (NC) assessments varies significantly, it is not possible to identify clear trends in terms of pupils' attainments.
23. In the NC assessment tasks in 2006, pupils' attainments according to teachers' assessments at the end of KS1 in Welsh, mathematics and science are higher than county and national averages. The results overall are a little above the national average but a little below the county average. In comparison with similar schools in Wales in 2006, on the basis of free school meals, the pupils' attainments overall place the school in the lower 50%. There are no significant differences between the performance of boys and girls.
24. At the end of KS2, the pupils' attainments in the NC tasks in 2006, according to teachers' assessments, in English, mathematics and science are above the

county and national averages. In Welsh, the results are a little above the county averages but are below the national averages. The pupils' attainments overall are above the national and county averages. In comparison with similar schools in Wales, on the basis of free school meals, the pupils' overall attainments are in the upper 50%.

25. Throughout the school, pupils make very good progress in their personal and social skills, and in their ability to work with others. Their learning skills are developing effectively and they make good progress in their problem solving and creative skills.
26. Pupils' attitudes towards their learning, the interest they show in their work and their ability to concentrate are good.
27. The pupils' awareness of equal opportunities is developing well and they have respect for the various beliefs, attitudes and cultural traditions prevalent in society.
28. Pupils' behaviour is outstanding. They have a very good understanding of what is expected of them and they are considerate and courteous.
29. The average attendance for the three terms prior to the inspection was 94.8%. The vast majority of pupils attend school regularly and they arrive punctually at the beginning of the day.
30. Pupils are well informed about the community life of their locality and they contribute regularly to numerous local events. Pupils are familiar with aspects of the world of work, but their entrepreneurial skills are less well developed.

The quality of education and training

Grades for teaching

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	68%	16%	0%	0%

32. The good and outstanding features to the teaching include the teachers' high expectations, inspiring presentations and clear explanations, stimulating and purposeful tasks, and effective use of the teachers' subject knowledge.
33. Where teaching is less effective, the tasks are not sufficiently well matched to pupils' learning needs, and the teaching and learning lack pace.
34. Good features outweigh shortcomings in the quality of assessment, recording and reporting of pupils' progress. Pupils' development and progress are assessed and recorded in detail, and in best practice good attention is given to the steps to be taken in order to ensure further progress. However, there is no whole school approach to aspects such as marking and developing pupils' self-assessment skills. The annual reports to parents meet statutory requirements. They are of good quality and are appreciated by parents.
35. The school responds well to pupils' learning needs and they receive equal opportunities to access a broad and balanced curriculum. While a range of opportunities is provided for the development of pupils' key skills, there is no effective strategy for their progressive development across the school.

36. In best practice, teachers' short term planning is good, includes specific lesson objectives and clearly identifies the provision for pupils of different ages and abilities in the classes. There is no whole school approach to ensure consistency across the school.
37. The pupils' spiritual, moral, social and cultural development is good. The pupils' learning experiences are enhanced by a number of extra-curricular activities and effective links with the community and other partnerships.
38. The partnership with parents is good, and during the pre-inspection consultation it was seen that they appreciate the provision made by the school for their children.
39. The provision for pupils with ALN is good and it fulfils all the requirements of the Code of Practice. Pupils make good progress.

Leadership and management

40. The school is well led and managed by an experienced headteacher. Her sound values and commitment to the pupils' education and development are known to staff, governors and parents, and they are clearly reflected in the work of the school.
41. All members of staff work well together and there is a strong sense of mutual support in order to further the development of the school.
42. The school development plan (SDP) contains appropriate aims and targets that are based on the school's needs and the specific needs of pupils. Regular progress is made in achieving the main priorities set. The budget is carefully managed and expenditure is closely linked to school priorities.
43. The monitoring and evaluation procedures provide the school with useful general information on its overall performance. The role of the subject coordinators in monitoring the quality of provision and standards of attainment is insufficiently developed. This aspect has been identified by the school for further review and attention.
44. The governing body meets regularly and effectively fulfils all its regulatory and legal responsibilities. It provides strong support for the school, and members work closely with the headteacher and staff. Individual members visit the school to discuss aspects of the provision and prepare a written report for the go. Nevertheless, the school recognizes the need to clarify and develop the governing body's monitoring role further. A new protocol for governors' visits has recently been adopted but is not yet fully established.
45. The school has made good progress since the last inspection and the vast majority of the key issues identified in the report have been successfully achieved. The steps taken to raise standards since the last inspection have led to tangible improvements in the standards achieved by pupils in subjects such as art and physical education in both key stages. However, the school's self-evaluation procedures have not been sufficiently developed.
46. There are sufficient teachers and support staff to undertake the work of the school. There are also sufficient resources and these are used effectively overall to facilitate the teaching and learning. Effective use is made of the local environment, the community and sites of educational interest to enhance pupils'

learning. Recent improvements to the main building have provided new toilets, cloakroom and office facilities.

47. There is good attention to pupils' well being. Effective policies and clear procedures for child protection have been produced. The school has an appropriate health and safety policy which provides clear guidance for the staff.
48. The school's budget is well managed and the headteacher and the governing body carefully monitor spending decisions. The school provides good value for money.

Recommendations

In order to develop further, the school needs to:

- R1. further improve standards of achievement in Welsh in both key stages, and geography in KS1;
- R2. extend the good features in planning and assessment more consistently across the school;
- R3. establish a whole school strategy to develop pupils' key skills progressively across the curriculum; and
- R4. continue to extend self-evaluation procedures and develop the role of subject leaders and the governing body in the process.*

*(The aspects of the recommendations marked with an * have been identified by the school in its development plan.)*

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

Standards

50. In the lessons inspected, the standards achieved by pupils are as follows:

Standards achieved by pupils	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	11%	67%	22%	0%	0%

51. The school achieves the WAG targets for 2007 that standards of achievement are at least satisfactory (Estyn Grade 3) in 98% of classes inspected, and good or very good (Estyn Grade 1 and 2) in 65% of classes inspected.

Early Years

52. The overall quality of the educational provision for the under-fives is appropriate to their needs and promotes the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

53. In KS1 and KS2, the standards achieved in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 3	Grade 3
Science	Grade 2	Grade 2
Geography	Grade 3	Grade 2
Art	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

54. In the subjects inspected, pupils make good progress towards acquiring new skills, knowledge and understanding and they succeed in achieving the agreed learning targets and goals.
55. Pupils with ALN make good progress and they achieve the targets set for them.
56. The early years' children make good progress in listening, speaking, reading, writing, numeracy and information and communications technology skills across the curriculum.
57. In both key stages, good features outweigh shortcomings in pupils' standards and progress in the key literacy skills of listening, speaking, reading and writing Welsh across the curriculum. The pupils listen well and they respond appropriately in group and whole-class discussions. Individuals speak confidently and accurately but a significant minority of pupils demonstrate a limited range of subject vocabulary and an insecure grasp of sentence patterns. Pupils make appropriate use of their reading skills to gather information from a range of sources. They write for a good range of purposes across the subjects and the best work is of good quality. Errors in syntax and insecure spelling hamper a significant number of pupils' written expression in Welsh. In KS2, pupils make effective use of their English literacy skills in their work across the curriculum and standards are good.
58. In both key stages, the pupils make good use of their numeracy skills to measure and count correctly during their work in other subjects, for example, in science and geography. They make increasing use of their ICT skills to investigate and record their observations in their work across the subjects. In general, pupils do not develop and improve these skills consistently.
59. In the NC assessment tasks in 2006, pupils' attainments according to teachers' assessments at the end of KS1 in Welsh, mathematics and science are higher than county and national averages. The results overall are a little above the national average but a little below the county average. The percentage of pupils achieving level 3, the highest level, is below the national averages in all subjects.
60. In comparison with similar schools in Wales in 2006, on the basis of free school meals, the pupils' attainments in science are in the upper 25%, they are in the

lower 50% in Welsh and mathematics. In previous years, the pupils' attainments in science and mathematics have been consistently in the upper 25%. As in the previous two years, the pupils' attainments overall place the school in the lower 50%. There are no significant differences between the performance of boys and girls.

61. At the end of KS2, the pupils' attainments in the NC tasks in 2006, according to teachers' assessments, in English, mathematics and science are above the county and national averages. In Welsh, the results are a little above the county averages but are below the national averages. The pupils' attainments overall are above the national and county averages. The percentage of pupils achieving level 5, the highest level, is higher in mathematics than the national averages. In comparison with similar schools in Wales, on the basis of free school meals, the pupils' overall attainments are in the upper 50%.
62. In comparison with similar schools in Wales in 2006, on the basis of free school meals, the pupils' attainments in mathematics are in the upper 25%, they are in the lower 50% in English, Welsh. In science, they are in the lower 50% but just marginally below the top 25%. The pupils' attainments overall have improved over the last two years and place the school in the upper 50%. There are no significant differences between the performance of boys and girls.
63. The standards achieved by pupils in their bilingual proficiency show good progress. By the end of KS2, most pupils communicate readily in Welsh and English. Nevertheless, errors in syntax impair the Welsh oral and written expression of a significant minority of pupils.
64. Across the school, pupils show good development in their creative skills particularly in art, music and physical education. The pupils' problem solving skills are developing well, for example, in science, mathematics, and design and technology.
65. The pupils show very good development in their personal and social skills and in their ability to work together. This is manifested in group activities, for example, in art and physical education lessons.
66. The pupils' attitudes towards their learning, the interest they show in their work and their ability to concentrate are good. They work hard in their lessons, and are happy to join in the range of activities provided.
67. Pupils have begun to recognise that some aspects of their work need to improve. In general, pupils' ability to understand what they need to do to improve the standard of their work is insufficiently developed.
68. Pupils have a good awareness of equal opportunities and they have respect for the various beliefs, attitudes and cultural traditions within society.
69. Pupils' behaviour is outstanding. They have a very good understanding of what is expected of them and they are considerate and courteous. The high standard of pupils' behaviour makes a significant contribution to the disciplined and supportive ethos of the school.
70. The average attendance for the three terms prior to the inspection was 94.81%, which slightly exceeds the school's target of 94.7% for the 2006/2007 academic year. Pupils arrive punctually at the school at the beginning of the day. School registers are kept neatly and correctly and the school support officer transfers

details to computer weekly. Registration procedures conform fully to current requirements.

71. Pupils are well informed about the community life of their locality and they contribute regularly to numerous local events. Through specific projects and visits to places such as the local railway and lifeboat stations pupils are familiar with aspects of the world of work. Their entrepreneurial skills, however, are 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

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	68%	16%	0%	0%

74. The outstanding features to the teaching include:

- the teachers' high expectations which ensure that all pupils are consistently challenged;
- inspiring presentations and clear explanations;
- stimulating and purposeful tasks; and
- skilful questioning that enables pupils to explore issues in greater depth.

75. The good features to the teaching include:

- good use of the teachers' subject knowledge;
- teaching methods that are varied effectively;
- tasks and activities that extend pupils' learning;
- effective teacher/pupil interaction; and
- good use of first hand experiences.

76. The most common shortcomings to the teaching include:

- a lack of pace to the teaching and learning;
- lesson aims not clarified sufficiently for pupils; and
- tasks that are not sufficiently well matched to pupils' learning needs.

77. Teachers and staff treat pupils equally, irrespective of their age, gender, race or ability. The good working relationship between teachers and pupils facilitates effective learning.

78. In best practice, teachers' lesson plans give good attention to learning objectives and pupils' needs. They contain a range of teaching and learning

- methods and identify relevant resources that correspond well to learning activities. There is no whole-school approach to ensure consistency.
79. The pupils' bilingual proficiency is nurtured effectively by purposeful reinforcement as well as offering sensitive encouragement and support. There is also good planning and provision to develop the Welsh dimension within a good number of subjects including history, art and music.
 80. Good features outweigh shortcomings in the quality of assessment, recording and reporting of pupils' progress. Pupils' development and progress is assessed and recorded in detail, and in best practice good attention is given to the steps to be taken to ensure further progress. Aspects such as formative marking and developing pupils' self-assessment skills are insufficiently developed.
 81. The school meets all statutory requirements. The Baseline Assessment is conducted correctly. The assessments of pupils with ALN are good. The school has established appropriate methods for needs identification and suitable individual education plans (IEPs) are provided for the pupils.
 82. Regular use is made of standardised tests and detailed records are kept of all assessments. The school has developed a useful whole-school tracking system to assist with this work. The Cumulative Record Booklet contains detailed and relevant information on pupils' progress in all subjects as they move through the school.
 83. Each pupil has a personal portfolio and samples are kept of their work across the curriculum. The samples are not sufficiently annotated to indicate the relevance of the samples in illustrating pupils' progress.
 84. Pupils have individual targets but their ability to assess their own work and to identify aspects for improvement is less well developed.
 85. The pupils' work is regularly marked. In the best practice, the written comments provide pupils with relevant information on how they can improve their work.
 86. The annual reports to parents conform to statutory requirements. The teachers' comments clearly note the pupils' achievements in all areas of learning and include references to areas for further development. Open evenings are organised for parents during the year to discuss their children's progress with the teachers, and the parents praise these meetings.

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

87. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
88. The curriculum complies with statutory requirements, and offers pupils equal access to broad and balanced learning experiences. The quality of provision for the under-fives is appropriate to their needs and conforms to the requirements of the Desirable Outcomes.
89. The school meets learners' aspirations well in KS1 and KS2. There are clear policy documents and appropriate schemes of work for most subjects. The

school is aware of the need to update a small number of schemes of work and has a programme in place to achieve this.

90. Medium term planning, based on termly themes, is well focused and helps to ensure progression and continuity in most subjects. In best practice, teachers' short term planning is good and includes specific lesson objectives and clearly identifies the provision for pupils of different ages and abilities in the classes.
91. While a range of opportunities is provided for the development of pupils' key skills, there is no effective strategy for their progressive development across the school.
92. There are a number of learning experiences in subjects such as art and science for example which enable pupils to work independently. The opportunities for pupils to work together in pairs and groups are an important element of this provision. There are good opportunities for developing pupils' creative skills, particularly in art and music. There is good provision overall for the development of pupils' problem-solving skills, for example, in mathematics, science and art.
93. The school places good emphasis on promoting pupils' bilingual skills. Welsh is the medium of teaching and learning in KS1. In KS2, pupils receive good opportunities to develop their ability to learn in both Welsh and English. In KS2, mathematics and science are taught through the medium of English, as are some aspects of other subjects.
94. The culture and heritage of Wales feature strongly in a number of curriculum areas including history and art. In addition, there are appropriate curricular opportunities to further pupils' knowledge and understanding of other cultures, particularly in religious education, geography and dance experiences in physical education.
95. The school provides good opportunities for pupils to learn outside school hours. The visits to places of educational interest, the contribution of visitors from the community, residential courses and other activities all enhance pupils' understanding of the curriculum and make a significant contribution to pupils' experiences and development. After-school clubs include 'Clwb Hwyl Y Fferi', 'Clwb Joio' and activities associated with Dragon Sport and the Urdd movement. KS2 pupils participate in local and county musical events. These opportunities develop and extend their performance skills effectively.
96. Homework is appropriately targeted and linked to pupils' school experiences.
97. Provision for pupils' spiritual, moral, social and cultural development is good. The school meets the requirements of the law to provide religious education and a daily act of collective worship. There are very good opportunities to re-enforce pupils' caring values and to emphasise the differences between right and wrong.
98. There are good opportunities for developing pupils' social skills through learning activities that promote effective co-operation within group and pair activities. Through the school council, pupils are beginning to gain opportunities to undertake responsibilities for various initiatives. Pupils' awareness of those less fortunate is raised and they respond very effectively and make much effort in collecting money and contributing to good causes. These experiences contribute well to pupils' developing awareness of global citizenship.

99. There is a clear and comprehensive scheme of work for personal and social education (PSE). Effective use is made teaching sessions which focus on this aspect. The school is raising pupils' awareness of the importance of a healthy lifestyle through participating in the Healthy Schools project.
100. Through their studies in geography and science, pupils are developing a good understanding of their responsibility for the environment and the importance of recycling.
101. The school benefits from strong links within the community. The partnership with parents, the local community and the secondary schools to which the pupils transfer is good. Parents are very supportive of the school, and as well as practical support, they and the community, raise substantial sums of money annually for the school and any charities which the school is supporting. The vast majority of parents have signed the home/school agreement.
102. There is an effective partnership between the school and its community which prepares pupils well to take a full part in the life and work of their community and in the workplace. Pupils take part in community activities and members of the community come into the school to support the pupils' learning. There is a close link with the village church and the vicar visits the school weekly to take collective worship.
103. The school is part of a cluster of three Voluntary Controlled schools, which work closely together on curriculum initiatives and meet regularly for staff development. There are good procedures for receiving pupils from the nursery school and also for the transfer of pupils to the secondary school, with pupils in Y6 expressing their satisfaction with the arrangements. The school regularly accepts students on initial teacher training courses and also pupils on work experience from secondary schools in the area.
104. The school provides effective experiences with the world of work through visits to local shops and the railway and lifeboat stations as well as to locations further afield. All staff have received short placements in the workplace and this has led to visits by pupils which are linked to their curricular work. The promotion of pupils' entrepreneurial skills is at an early stage of development.
105. The school is successfully laying the foundations for lifelong learning and community regeneration, and pupils have a clear understanding that their own attitudes and efforts impact upon their progress. Pupils know their community well and are beginning to understand what is needed for its continued success.

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

Grade 2: Good features and no important shortcomings

106. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
107. The school is a caring and inclusive community. Staff provide pupils with good quality personal care, support and guidance. Pupils are happy at the school and feel valued. All staff know their pupils well and pupils feel secure and able to turn to staff should they have a problem. The parents who expressed a view praised the school for the care and support it provides for their children.

108. The new children settle in quickly into the life and routines of the school and they feel happy in the learning environment. They receive good support from all the teachers, assistants and the older pupils at the school.
109. The quality of support and personal guidance provided for pupils is good. Personal and social education is effectively developed within certain curriculum areas and 'circle time' sessions. The entire ethos of the school makes a significant contribution to this aspect.
110. There are clear policies and procedures in place relating to pupils' health and safety and to eliminate poor behaviour. Pupils are well supervised during break times and lunchtime and also as they leave the school at the end of the day. A fire drill is held twice a term and risk assessments are undertaken before taking pupils on visits. There are appropriate arrangements for sex education, first aid, the care of pupils who are unwell, and for recording of accidents. The school has appropriate arrangements for dealing with complaints and appeals.
111. The headteacher and a named governor are the people who hold responsibility for child protection. They attend relevant courses and share information fully with the remainder of the staff. All members of staff are fully aware of the legal requirements and school procedures are in place.
112. The provision for pupils with ALN is good and it fully conforms to the requirements of the Code of Practice. The school identifies the pupils with ALN at an early stage and it takes positive action to assist them.
113. There are nine pupils on the list of those with ALN. There are six pupils on the school action stage, one on school action plus and two pupils have a statement of ALN. All these pupils receive good support from the assistants, support teachers and class teachers. The quality of the support makes a significant contribution towards their personal and educational development. Pupils' progress is monitored and there are regular reviews of the targets set. There is effective co-operation with parents, relevant agencies and the local secondary school.
114. The ALN co-ordinator has a thorough understanding of the needs of these pupils and co-operates well with teachers and assistants. There are IEPs for each pupil with ALN and the specific learning targets identified are appropriate to the needs of the individual pupil. During lessons and withdrawal sessions, appropriate differentiated tasks are provided for these pupils and they make good progress according to their stage of development.
115. The designated governor for ALN has a good understanding of the school's provision and undertakes her duties conscientiously.
116. Every pupil, regardless of age, ability, linguistic background, disability or ethnicity receives full access to the curriculum and the out of hours provision.
117. The school has already taken action to ensure that pupils with physical disabilities are not treated less favourably than able-bodied pupils, in terms of the opportunities and support they receive. The headteacher and governing body have ensured that the recently remodelled section of the main building takes good account of the needs of pupils or adults with a physical disability in terms of access to all classrooms, and the provision of appropriate cloakroom facilities. The school notes that the demountable classrooms do not offer

appropriate access for prospective pupils with physical disabilities but are considering relevant options.

118. There are sound procedures for monitoring pupils' punctuality, attendance and behaviour. The school has good strategies for ensuring that bad or oppressive behaviour does not impair on pupils' work and progress. A member of staff has received behaviour management training at a local special school and the remaining members of staff have received appropriate training in order to ensure high levels of behaviour at the school.
119. The headteacher constantly monitors attendance and there is a good partnership with the education welfare officer who visits the school regularly. The school's registration and monitoring procedures fully conform to current requirements. The school has exceeded its attendance target of 94.7% for the 2006/2007 academic year and is aiming to maintain and improve on this in the future.

Leadership and management

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

Grade 2: Good features and no important shortcomings

120. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
121. The school is well led and managed by an experienced headteacher. Her sound values and commitment to the pupils' education and development are known to staff, governors and parents, and they are clearly reflected in the work of the school. Pupils feel that they are valued and that they receive equal opportunities to succeed, regardless of their age, ability, race or gender.
122. All members of staff work well together and there is a strong sense of mutual support in order to further the development of the school. The arrangements for reducing teachers' workload have been planned with care and are implemented effectively.
123. The policy and procedures for performance management and teacher appraisal are working effectively. Staff's training needs are given good attention and this nurtures their continuous professional development and contributes to the work of improving the standards achieved by pupils.
124. The school gives appropriate consideration to national priorities, new initiatives and local partnerships. It has committed itself to the Healthy Schools Initiative, ECO schools project and has received the Basic Skills Agency Quality Mark accreditation. There is increasing investment in ICT resources and this helps more pupils to achieve higher standards. The school works closely and effectively with catchment primary and secondary schools on curriculum development projects, staff training and bridging schemes.
125. There are appropriate monitoring and evaluation procedures in place and they provide the school with useful information on its overall performance. The school is aware of the need to develop these processes further.

126. The SDP contains suitable targets for the continued development of the school. There are suitable processes for setting targets and the implementation of the action plans is analysed appropriately by the headteacher and the governing body in their termly meetings. Regular progress is made in addressing the main targets set and clear improvements are to be seen in several areas, such as extending the curriculum and raising pupils' standards of achievement in subjects such as design and technology, physical education and art.
127. There are effective processes in place to set targets for pupils. The targets are based on the likely performance of each pupil and they are, in general, challenging but achievable targets. Overall, pupils achieve the targets set.
128. The governing body is highly supportive and plays a prominent role in the life of the school. The governors are aware of their responsibilities and they contribute effectively to strategic planning. They play an increasing role in the work of monitoring the quality of provision and standards of provision. They are aware of the need to reflect on this role further and to develop the protocol for school visits. This has been included as target in the SDP.
129. The governing body meets regularly and fulfils all its regulatory and legal responsibilities. A wide range of whole-school policies has been produced and these are implemented effectively. Due attention is paid to statutory and other requirements in preparing and implementing policies.

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

Grade 3: Good features outweigh shortcomings

130. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report and a lower grade was allocated. The school's formal self-evaluation process and the systematic planning for improvement are features which are developing. A culture of self-evaluation is beginning to emerge and more rigorous strategies for its promotion are being developed.
131. A monitoring programme is in place but its development has been constrained by long-term staff absences. Recently members of the governing body have begun to adopt a more formal role in the monitoring process. As yet, pupils and parents are not involved in the self-evaluation process.
132. The headteacher and staff analyse pupils' assessment results, including information from baseline tests in the early years and teachers' assessments in KS1 and KS2. Appropriate use is made of the information collected to set targets for pupils.
133. Test and assessment results, and school targets are discussed with the governing body. The governing body has a secure understanding of pupils' overall attainment in Y2 and Y6 according to teacher assessment, and of how the school's overall results compare with similar schools, both locally and nationally.
134. The SDP sets appropriate targets to bring about improvement and the targets are supported through an adequate allocation of resources. In the more recent past, the process of planning for improvement has led to the establishment of

initiatives in Welsh, ICT and also in PE, particularly with regard to the use of the village hall. These have had a positive impact on pupils' learning experiences. A current focus, which is being given high priority, is the establishment of an outdoor play area for the younger children.

135. While there are identifiable links between the self-evaluation process and the SDP, these are not always sufficiently clear or structured.
136. The self-evaluation report produced before the inspection is an informative document, which focuses appropriately on a range of relevant elements relating to the seven key questions. There is a clear analysis of strengths, as well as identifying areas for moving the school forward. The analysis is based on a range of supporting evidence, which was made available to the inspection team. The findings of the inspection team match the judgement of the school in six of the seven key questions. In the other key question, the inspection team judged that areas within the question are insufficiently developed.
137. The school has made good progress in addressing many of the key issues noted in the last inspection. In areas, such as raising pupils' standards of achievement in Welsh and extending self-evaluation procedures, the school recognises the need for further progress.

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

Grade 2: Good features and no important shortcomings

138. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
139. The school has a good complement of teaching staff to deliver the curriculum and they are well deployed. Teachers have appropriate qualifications and a range of subject expertise, which is effectively utilised in the classroom. Curriculum leaders contribute appropriately to the development of their subjects.
140. The school invests well in effective classroom support staff who work well with the teachers. All members of staff have job descriptions that give a clear outline of their responsibilities.
141. Very good use is made of a specialist teacher of art who teaches at the school for specific sessions each week, and effective use is made of supply teachers' subject skills to cover for teachers' planning, preparation and assessment time.
142. Teachers and support staff attend a good range of training sessions and this has a positive effect on their skills and their understanding. Visitors to the school, including members of the governing body, contribute well to the curriculum or to supporting teachers as volunteer helpers.
143. The caretaker/cleaner works hard and keeps the school clean and tidy for the pupils.
144. The overall quality of the teaching areas in the main building is good. The establishment of indoor toilets has made an important contribution to the well-being of pupils. There are shortcomings in the general condition of the two demountable classrooms. Plans are in place to provide a structured outdoor play area for the younger children. Good use is made of the village hall for teaching aspects of the physical education programme

145. Overall, the quantity and quality of resources are good and they are accessible for pupils to use. The school ensures that the resources purchased correspond to its priorities for development. Leaders and managers conduct reviews to ensure that there are sufficient, suitable resources in the areas for which they are responsible. Resources, which include two interactive whiteboards, are used increasingly for teaching. There are an appropriate number of computers and a programme for their upgrading is under way.
146. The school's budget is well managed and spending decisions are carefully monitored. Priority has been given during the last few years to the maintenance of staffing levels as pupil numbers decrease. To this end, budget surpluses have been used effectively. The school benefits from generous contributions from the church and the Parent Teachers Association. With the support of the governing body, the school has been successful in obtaining grants from a number of sources including money to complete the yard project. The school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

147. Key Stage 1 pupils listen well to stories and to class presentations. Most pupils respond appropriately to questions and offer relevant answers when recalling elements of the lesson. A small number of pupils express themselves confidently and use extended language.
148. Most pupils read correctly and fluently. They recognise characters in stories and the more able pupils can discuss the characters in their books.
149. By Y2, pupils succeed in using a variety of sentence constructions and they punctuate appropriately when producing pieces of free writing. They express opinions simply when responding to different topics and they use appropriate vocabulary.
150. In KS2, pupils listen well to each other and to their teachers during presentations and discussions. Individuals, particularly in Y6, can offer opinions clearly and effectively using a good range of vocabulary.
151. There are good readers in each year who read fluently and meaningfully and who can discuss their books intelligently. Most pupils know from which sources information can be obtained, and their ability to use a dictionary is good.
152. Key Stage 2 pupils produce an appropriate range of written work and they exhibit an increasing awareness of a variety of writing forms. Individuals in Y5 and Y6 write in an interesting and extended manner and there is clear progression in the quality and accuracy of their work.

Shortcomings

153. In both key stages, a significant minority of pupils' oral expression is hampered by errors in syntax and a limited range of vocabulary.
154. In both key stages, individuals read without expression and they do not give attention to punctuation when reading.
155. In both key stages, the written work of a significant number of pupils exhibits errors in syntax, spelling and punctuation.

Science

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

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

Good features

156. In both key stages, pupils demonstrate a positive attitude towards the subject. They are aware of science all around them and develop a good subject based vocabulary.
157. In KS1, pupils demonstrate a good understanding of the characteristics of living things. They know that different creatures need different types of food and are developing a good awareness of different categories of food which humans need to live healthy lives. They are aware of various parts of plants and flowers. Through investigations, they develop a good understanding of their needs in relation to growth.
158. Pupils develop good categorisation skills as they separate various objects according to a range of criteria including how they can be moved. They explain why certain objects float while others sink in water. Pupils focus well on the concept of friction as they investigate the restrictions on movement of different types of surfaces.
159. Pupils in KS1 are developing an appropriate grasp of the importance of fair testing and present their findings effectively in the form of pictures, notes, tables or graphs. They explain their conclusions effectively.
160. Year 3 and Y4 pupils develop a good understanding of the importance of healthy eating. They have a good knowledge of the food items which contribute to an active life and those which contribute to growth activity. Pupils work effectively in groups to plan a balanced lunch menu for a five-day period.
161. Year 3 and Y4 pupils have a good understanding of the concept of magnetism. In investigating the strengths of various magnets, they demonstrate a good understanding of the concept of a fair test. They make good use of graphs to present the findings of their investigations.
162. Year 5 and Y6 pupils have a good knowledge of the composition and functions of the heart and circulatory system. They demonstrate effective prediction and investigative skills as they explore the effects of exercise on the heartbeat. Their work shows a good understanding of the importance of repetition of the exercise to help ensure the accuracy of findings and conclusions.
163. Year 5 and Y6 pupils demonstrate a good understanding of the concepts of force and gravity. They make accurate use of the force meter as they undertake a number of mini projects, including an investigation of the impact of water on

gravity. Pupils record their work effectively in a range of forms including tables, graphs and writing.

Shortcomings

164. There are no important shortcomings.

Geography

Key Stage 1 - Grade 3: Good features outweigh shortcomings

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

Good features

165. Pupils in KS1 accurately locate, name and identify the purpose of various buildings in their locality. They have a good knowledge of people in their community who offer services of various kinds. They focus well on different ways of travelling to school and present their findings accurately in graph form.
166. On a simple map, pupils can identify features they see on their journey to school. Older pupils can locate their village on a map of Wales correctly and are aware of the countries that make up the United Kingdom. They use two figure grid references accurately to identify features on simple maps.
167. Across KS2, pupils develop good skills in using points of the compass in their work in geography. Pupils can identify different features, both natural and man made, on a variety of maps. They have a good knowledge of the location of capital cities of the countries of the United Kingdom.
168. Year 5 and Y6 pupils have a good awareness of the location of the main rivers in Wales and they are aware of the features, which contributed to the location of various settlements. They draw some well-focused comparisons between features in their own locality and those in a contrasting African locality.
169. Year 5 and Y6 pupils focus well on different parts of the world in terms of landforms and the type of food they produce. They have a good understanding of the variety of ways in which produce is transported from one country to another.
170. Across KS2, pupils have a good understanding of climate in different parts of the United Kingdom and focus well on ways of recording weather conditions.
171. Year 3 and Y4 pupils understand of the dangers of pollution in water and in the air. They focus well on the waste materials that can be recycled or composted. Older pupils demonstrate a good understanding of the dangers caused by different types pollution and effectively study its threat to the Towy river. They develop a good understanding of the importance of recycling and undertake an effective study of rubbish on the local beach. They identify and categorise items which can be recycled or deposited as waste.
172. Year 5 and Y6 pupils make good use of their geographical skills as they complete individual projects, which focus on a number of European countries. The end products demonstrate relevant studies of the geographical features of the countries studied.

Shortcomings

173. In KS1, pupils have a limited geographical vocabulary.
174. In KS1, a significant number of pupils find difficulty in collating and recording their geographical observations.

Art

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

175. In both key stages, the pupils demonstrate understanding, ability and confidence in using a range of skills to draw, paint, make objects and artefacts, and to create images and collage.
176. In both key stages, pupils are stimulated to use different materials, including natural materials, equipment and techniques experimentally and expressively. They work confidently and skilfully with visual aspects such as line, colour, pattern, shape, form and texture. They can discuss the use of a wide range of media including pastels, paint, ink, charcoal and crayons in different contexts with very good understanding.

Good features

177. In both key stages, pupils discuss intelligently their own work and that of others, elaborating on the media and styles used. They develop and use the vocabulary of art effectively.
178. In both key stages, the pupils have a good knowledge of famous artists, including artists from Wales. They carefully observe their work, giving good attention to specific features. Key Stage 2 pupils use a range of sources, including information technology and reference books, to collect information and to extend their understanding of different styles and artists.
179. In both key stages, pupils use sketchbooks effectively to prepare, record and refine their observational drawings.
180. In KS1, pupils experiment confidently with colour and tone. They can mix prime colours to create new shades. They apply their understanding, coupled with good observational skills, to produce self-portraits of very good quality.
181. In both key stages, pupils research the natural environment effectively to create interesting compositions. They use a range of techniques and materials very ably. In KS1, pupils produce attractive and colourful collages using natural objects collected from the seashore. They use fabric well to make a large wall hanging based on a favourite story, including prints of different animals and characters included in the story. In KS2, pupils across the key stage develop an increasing awareness of texture when producing collages using man-made objects and different fabrics.
182. Year 3 and Y4 pupils work with clay and create interesting models and objects using a range of techniques, which they apply well. Pupils can discuss knowledgeably the different stages in the process.
183. Pupils create good quality artwork on the basis of direct observation, from memory and from their imagination. Year 5 and Y6 pupils conduct detailed observations when producing still life pictures. Year 3 and Y4 pupils respond imaginatively to different stimuli including magazines, illustrations and materials they have gathered. They use a computer program, for example, to create interesting pictures and images.

Shortcomings

184. There are no important shortcomings.

Music

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

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

Good features

185. In both key stages, the pupils know an appropriate range of songs, hymns and rhymes. They sing tunefully and show a good awareness of dynamics and pitch in their performances.
186. KS1 pupils listen well to music and can offer a simple opinion on the elements of the musical sequences which appeal to them. They refer to musical elements appropriately. They recognise the sounds of familiar instruments and can name them correctly.
187. Through a range of interesting activities, pupils can maintain a correct beat successfully and repeat a rhythm well.
188. Pupils have a basic understanding of the essentials of composition and they compose simple musical sequences, using tuned and untuned instruments, effectively.
189. Following a specific stimulus, such as a poem or a story, Y3 and Y4 pupils compose and record a suitable musical sequence or accompaniment to convey the content. They follow a graphic score correctly when performing their work.
190. Year 5 and Y6 pupils use their recorders ably to compose a melody. They can record their compositions accurately on paper and on the computer. They follow notation correctly when performing their work.
191. In response to a Welsh folksong, Y5 and Y6 pupils compose an interesting accompaniment, using different instruments to good effect. When performing their compositions, pupils control ostinato and drone effectively. They offer appropriate observations on their performance using musical terms correctly.
192. Key stage 2 pupils demonstrate a good understanding of the main musical elements and most pupils use musical terms correctly when discussing their work.
193. Key stage 2 pupils learn to play the recorder well and perform to a good standard in school collective worship and concerts. Many pupils learn to play musical instruments, for example the violin, and play to a good standard. These opportunities contribute significantly to pupils' understanding of the subject.

Shortcomings

194. In both key stages, a small minority of pupils' ability to evaluate and discuss their own work is underdeveloped.

Physical education

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

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

195. During the inspection, a gymnastics lesson was observed in KS1 and a dance lesson with Y5 and Y6 pupils. In addition, a swimming session involving all pupils from Y2-Y6 was observed. The school notes that pupils have experiences relating to the full range of the physical education programmes of study.

Good features

196. At appropriate levels, pupils across both key stages demonstrate a good understanding of the importance of warm up and cooling down sessions and carry out these activities effectively.
197. Key stage 1 pupils are developing a good awareness of space, good levels of agility and appropriate control in their movements as they move around the hall in a wide range of ways, which include jumping and landing activities.
198. Pupils in Y2 make good progress and achieve good standards in basic swimming skills, which include moving through the water on their backs. They demonstrate good levels of confidence in their work.
199. The majority of Y3 and Y4 pupils work effectively and achieve good standards in consolidating and extending their skills of using different swimming strokes. They adopt correct positions before entering the water and concentrate well as they complete different tasks effectively. Most older KS2 pupils make good progress in relation to stroke action as they work towards specific ASA swimming awards.
200. Pupils in Y5 and Y6 demonstrate a good grasp of basic steps of two South American dances. Most pupils are appropriately light on their feet. They respond well to the music and demonstrate a good sense of rhythm as they synchronise and sequence the steps they have learnt.
201. At appropriate levels, the great majority of pupils across the school develop good skills in evaluating their own performances and those of others in order to bring about improvement. These skills contribute well to the progress which pupils make.

Shortcomings

202. There are no important shortcomings.

School's response to the inspection

The governors, headteacher and staff are pleased with the findings of this report which highlight good features and practices at the school.

It was pleasing to note that pupils' attitude towards their learning, the interest they show in their work and their ability to concentrate are good, and that their behaviour is outstanding. It was identified that, throughout the school, pupils make very good progress in their personal and social skills and in their ability to work with others.

It was acknowledged that the school's sound values and commitment to the pupil's education and development are clearly reflected in the work of the school and that all members of staff work together effectively to offer pupils good experiences that promote their learning and development. The report recognises that the school has maintained good standards since the last inspection and improved standards further in some subjects and aspects of provision.

The inspection findings recognise that the partnership with parents is good, that the governing body provides strong support for the school and that there is a close link with the local church.

Details of the school's action plan in response to the report recommendations will be sent to all parents. The annual report of the governing body will report on the progress made in relation to the inspection recommendations.

In conclusion the school wishes to thank the inspection team for their constructive and courteous approach during the inspection.

Appendix 1

Basic information about the school

Name of school	Ferryside VCP School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Ferryside Carmarthenshire
Postcode	SA17 5TB
Telephone number	01267 267463

Headteacher	Miss S Thorpe
Date of appointment	September 1992
Chair of governors	Mr T C Bond
Registered inspector	Miss D Morris
Dates of inspection	22-24 January 2007

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	2.5	5	4	8	8	5	5	13	50.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.8:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	16.8
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring term 2006	93.3%	93.2%	92.4%
Summer term 2006	93.3%	97.4%	96.1%
Autumn term 2006		93.7%	95.9%

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

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	9
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	88.9%	In Wales	80.6%

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		11						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher	School	0	0	0	0	0	0	18	55	27
	assessment	National						4	16	46	30
Welsh	Teacher	School	0	0	0	0	0	0	24	64	9
	assessment	National				1	1	4	18	50	25
Mathematics	Teacher	School	0	0	0	0	0	0	0	55	45
	assessment	National						3	14	47	33
Science	Teacher	School	0	0	0	0	0	0	0	64	27
	assessment	National						2	11	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by Teacher Assessment			
In the school	81.8%	In Wales	74.2%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 F Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors who were present in the school for 6 inspector days. A school nominee also formed part of the inspection team.
- Pre-inspection meetings were held with the parents and the governing body to discuss the life and work of the school.
- Seven questionnaires were completed by parents and they were carefully analysed.

- Discussions were held with the headteacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- 20 lessons were observed, as well as other parts of teaching sessions.
- Inspectors listened to pupils from the whole ability range in every year-group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunch-time and the beginning and end of school sessions.
- The inspectors attended daily acts of collective service.
- Post-inspection meetings were held with the staff and the governing body to discuss the findings of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss D Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 2, 5, 7 Appendices Subjects- Welsh first language, art, music
Mr B Jones Team Inspector	Key Questions 3, 6, 7 Subjects- science, geography, physical education
Mrs J Davies Lay Inspector	Contributions to key questions 1,2,3,4,7
Miss S Thorpe Headteacher	Nominee

Acknowledgement

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

Contractors

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