

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

***FFAIRFACH CP SCHOOL
HEOL BETHLEHEM
FFAIRFACH
LLANDEILO
CARMARTHENSHIRE***

School Number: 669-2061

Date of Inspection: 14-16 June 2004

By

MR JEFFREY HARRIES

Registered Inspector

Date: 16 August 2004

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

{PRIVATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Ffairfach CP School is located approximately half a mile from the centre of Llandeilo, in the village of Ffairfach. The present school was built in 1900 and it accepts pupils from the village and a very wide area surrounding it. The school states that the pupils are drawn from a relatively prosperous area for approximately 10 per cent of the pupils, and neither prosperous nor economically disadvantaged for the remainder.

The school is identified as a Category A school by Carmarthenshire local education authority (LEA). Pupils in Key Stage (KS) 1 and mainly in KS2 are educated through the medium of Welsh; the aim is to ensure that the pupils are totally bilingual by the end of KS2. Thirty-six per cent of pupils come from homes where Welsh is the main language spoken.

Education is provided for pupils between the age of three and 11 years. It is a popular school and it has seen an increase of almost 80 per cent in the number of pupils since the last inspection with 77 on roll at present. Approximately 58 per cent of pupils are drawn from outside the school's catchment area. There are no pupils from a multi-ethnic background. Approximately 90 per cent of the pupils have received pre-school education. Ten per cent of pupils are entitled to free school meals. There are 16 pupils on the special educational needs (SEN) register, which is 21 per cent of the pupils, a total which is similar to the county and national average; two of them have a statement.

The school is arranged traditionally with three classrooms and one for the *Mudiad Ysgolion Meithrin* nursery class in the morning only. The present budget employs 3.4 teachers, two full-time assistants and one part-time. The school gained the Basic Skills Quality Mark for the second time in 2003. It was last inspected in the autumn term 1998.

The school has aims and objectives for developing each pupil educationally and socially, by aiming to nurture a close relationship between the school, the home and the local community.

The focus for the present academic year is to:

- raise spelling standards in English;
- develop further pupils' mental skills in mathematics;
- improve pupils' investigative skills in science;
- develop further the system of self-evaluation;
- improve assessment methods in the core subjects;
- improve pupils' standard of handwriting;
- improve learning resources throughout the school;
- develop further partnerships with outside agencies and create a partnership with schools in Europe;
- improve the quality of the building.

2. MAIN FINDINGS

The main findings of the report

Ffairfach Primary School has a number of good features and provides a good standard of education for its pupils. The governing body is very supportive and the headteacher provides firm leadership. The positive ethos, very good pupil behaviour, good standard of teaching and very good links with parents and the community are strengths of the school.

Educational standards achieved by pupils

- Pupils' educational standards were satisfactory or better in all of the lessons that were observed, nine per cent of which were very good and 74 per cent good.
- The overall quality of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The standards in the six areas are as follows:

Language, Literacy and Communication Skills	Good
Mathematical Development	Good
Personal and Social Development	Very Good
Knowledge and Understanding of the World	Very Good
Creative Development	Good
Physical Development	Satisfactory

- In KS1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

	CA1	CA2
Welsh	Good	Good
English	---	Good
Mathematics	Good	Good
Science	Very Good	Very Good
Design and Technology	Good	Good
Information Technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Satisfactory
Physical Education	Satisfactory	Satisfactory
Religious Education	Good	Good

- In KS1, results of NC teacher assessment in 2004 were slightly below county and national averages for 2003.
- In KS2, results of NC assessment tests in 2004 were above county and national averages in 2003 in Welsh and science and similar in English and mathematics.
- In comparison with schools in Wales with a similar background in 2003, the 2004 teacher and NC assessment results indicate that the school is performing in the bottom 50 per cent but above the lowest performing 25 per cent in both key stages. However, a significant percentage of those pupils assessed in both key stages are identified on the school's SEN register.

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- The standards and the progress children make in the key skills across the curriculum are consistently good in the early years. In KS1, standards across the curriculum are good in speaking, listening and reading in Welsh. In KS2, standards are good in speaking, listening and reading in both Welsh and English. In KS1, standards are satisfactory in writing in Welsh and satisfactory in KS2 in both Welsh and English. Overuse of worksheets inhibits opportunities for pupils to write on an extended basis across the curriculum and teachers' planning is insufficiently detailed for the development of key skills. Standards in the application of number and the use of information and communications technology (ICT) are good in both key stages.

Ethos of the school

- Pupils' social development is very good and their moral and cultural development is good; their spiritual development is satisfactory. The daily act of collective worship meets statutory requirements and contributes to the pupils' spiritual development, but opportunities for quiet reflection on a broad range of experiences is limited.
- Relationships between pupils are very good. They work and play together well, and effective collaborative work is a consistent characteristic of lessons throughout the school. Pupils develop a good knowledge and appreciation of the culture and heritage of Wales. Their awareness of other creeds and cultures, racial equality and world citizenship is developing well.
- Pupils respond well to opportunities to take responsibility, for example, the school council is developing appropriately and pupils undertake decision making in a responsible manner. Pupils are developing awareness of their responsibility towards the environment evident in their work in relation to the Eco-schools' project and recycling activities.
- The overall quality of pupils' behaviour and attitudes to learning is very good. Pupils show tolerance and consideration for each other. They work with interest and enthusiasm on the tasks they are set.
- Pupils' attendance levels are good averaging 94.7 per cent across the school. Punctuality of pupils at the start of the day is good. Registration after lunch does not fully comply with statutory requirements.

Quality of education

- The quality of teaching is a strength of the school and contributes significantly to the good standards achieved by the pupils. The quality of teaching was satisfactory or better in all the sessions observed including around 12 per cent where it was very good and about 68 per cent where it was good.
- Overall, teachers have a good knowledge and understanding of the subjects they teach. Teaching is consistently good and at times very good in developing the personal and social skills of the under-fives and their knowledge and understanding of the world. Effective techniques are used to develop pupils' investigative skills and working collaboratively in KS2 and plenary sessions are well utilised to consolidate learning. Peripatetic teachers in music, Welsh and information technology further raise the quality of teaching.
- In lessons judged to be less effective, a small number were too long in early years, resulting in children losing focus. They occasionally lack pace in upper KS1 and lower KS2. Over-dependence on published worksheets inhibits the development of pupils' skills in extended writing in Welsh and English and developing flexible ways of recording their work in mathematics in Y2 to Y6.

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- The quality of assessment, recording and reporting is satisfactory. Pupils' work is marked regularly and consistently, however, comments are not always sufficiently informative to help pupils understand how they may raise their standards of achievement. Assessment procedures for pupils with SEN are good. Annual reports to parents are detailed and informative, and comply with statutory requirements.
 - The curriculum is broad, balanced and varied and fulfils the requirements of the NC and religious education. The curriculum for the under-fives meets the requirements of the six areas of learning. The school has adapted schemes of work prepared by the LEA and national agencies in order to meet the schools particular needs, however, the scheme of work in English is incomplete. There is no whole-school planning for the development of key skills. Provision for homework is satisfactory. The school has begun to develop strategies for personal and social education (PSE). Extra-curricular provision is good. Appropriate provision is made for the pupil for whom the NC is modified.
 - The quality of provision for support, guidance and pupils' welfare is good. The school implements its health and safety policy effectively, and arrangements for the supervision of pupils are good. The school has no equal opportunities or child protection policies.
 - The provision for pupils with SEN is good and they make good progress in line with targets set in the individual education plans (IEPs).
 - Partnership between the school, parents and the community is very good; partnership with other schools and institutions is good. A notable feature is the support given by some governors and parents in renovating the accommodation and providing extra facilities for early years children.
 - Links with industry are satisfactory.

Management

- The quality of self-evaluation and planning for improvement is satisfactory. The school development plan (SDP) and self-evaluation report are well-structured documents. Strategies to monitor and evaluate the quality of education to secure further school improvement are planned, however, curriculum co-ordinators and governors are insufficiently involved in a whole-school approach. The school has identified this aspect for development in its present SDP.
- The quality of the school's leadership and management is good. The headteacher provides firm leadership in ensuring a clear direction to the work of the school. The governing body is very supportive of the school. It deals efficiently with the school's finances with support from the LEA, however, it is less well informed about standards of achievement. The school controls its resources appropriately and ensures good value for money.
- The provision of staffing and accommodation is satisfactory, learning resources are good. The number of teachers is satisfactory, but there are inadequate paid learning support assistants (LSAs) to support the teaching and learning and attend to the needs of the large number of children in the early years and Y1 class. The support staff make a significant contribution to the quality of pupils' learning. The school building is well maintained and kept clean and tidy. The KS2 classrooms are cramped for pupils to undertake practical activities, and the spare classroom is under-utilised in the afternoons by KS2 pupils for independent learning and personal research. Constraints of space limit the quality of experiences during acts of collective worship and there is no library facility.

Progress since the last report

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- Since the last inspection in 1998, the school has made overall good progress in meeting the targets set in the action plan. Standards have been maintained in the majority of subjects with improvement in standards of achievement in Welsh, science, information technology and religious education. Shortcomings in the quality of teaching have been addressed, standards in Welsh of late entrants have been improved together with the provision of information technology and that of pupils with SEN. Satisfactory progress has been made in developing further the role of curriculum co-ordinators in monitoring and evaluating pupils' work.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Pupils' standards of achievement were satisfactory or better in all the lessons observed including around 74 per cent where they were good and around nine per cent where they were very good.

- On the whole, standards of achievement of children under five are good. They make good progress in language, the children, the majority of whom come from non-Welsh-speaking homes, speak confidently in Welsh by the time they are five years old. Their progress in personal and social development and their knowledge and understanding of the world are very good. Their mathematical and creative development is good and physical development is satisfactory. Baseline assessment indicates that attainment on entering the school is average for the vast majority of children.
- In KS1, standards of achievement are very good in science. They are good in all the other subjects of the NC and religious education apart from physical education, where standards are satisfactory. Pupils listen attentively during lessons, they speak and read confidently in Welsh. They handle number confidently with growing understanding and utilise ICT effectively to support their learning. Their scientific enquiry skills and knowledge and understanding of life processes and living things are very good.
- In KS2, standards of achievement are very good in science. They are good in all subjects of the NC and religious education apart from music and physical education where standards are satisfactory. The standard of bilingualism achieved by the pupils is good. In both Welsh and English, speaking and listening skills are good, however, pupils' range of writing is underdeveloped. Pupils are confident in handling number and develop a good ability to solve problems mentally. In science, pupils display very good investigative skills and work collaboratively in planning experiments.
- In KS1, the 2004 NC teacher assessment results were slightly below county and national figures for 2003 in Welsh, mathematics and science.
- In KS2, the 2004 NC assessment results were above county and national figures for 2003 in Welsh and science and similar in English and mathematics.
- In comparison with results in 2003 for schools in Wales with a similar background, the 2004 teacher and NC assessment results indicate that the school is performing in the bottom 50 per cent but above the lowest performing 25 per cent in both key stages. However, a significant percentage of those pupils assessed in both key stages are identified on the school's SEN register.
- Boys and girls make similar progress throughout the school. Pupils with SEN make consistently good progress towards the targets set in their IEPs.

3.2 Standards Achieved in Key Skills across the Curriculum

The standards and the progress children make in the key skills across the curriculum are consistently good in the early years. In KS1, standards across the curriculum are good in speaking, listening and reading in Welsh. In KS2, standards are good in speaking, listening, and reading in both Welsh and English. In KS1, standards are satisfactory in writing in Welsh and satisfactory in KS2 in both Welsh and English. Standards in the application of number and the use of ICT are good in both key stages.

- In the early years, the majority of children acquire good speaking skills from an early age; they listen attentively to the teacher during lessons, with nursery age children listening well to the LSA during role-play activities. Their writing and reading skills develop appropriately; they make good use of ICT to support their learning across the curriculum.
- In KS1, pupils' listening skills in Welsh develop effectively in lesson times when ample opportunities are provided for them to listen to the teacher, visitors to the school, and their peers. In KS2, pupils listen attentively in both Welsh and English, for example, in science, they discuss appropriate ways of testing their hypotheses and are confident in making their personal contribution whilst listening to the views and opinions of others.
- In KS1, pupils speak clearly and confidently in Welsh in a range of situations and to a variety of audiences. In KS2, pupils participate in discussions, share their knowledge and express their opinions confidently in both Welsh and English, and use technical terms competently.
- In KS2, pupils' bilingual skills are good. They take full advantage of their fluency to accomplish tasks which require them to transfer from one language to the other and make a balanced use of both.
- In both key stages, pupils read for different purposes from a range of material, including fact and fiction. They use books and other texts for investigation and study, however, the majority of pupils in KS2 have limited opportunity to undertake personal research owing to the lack of a school library.
- Overall, the standard of writing across the curriculum is satisfactory. Pupils write stories, diaries, poetry and record information by the end of KS2. An over-dependence on the use of photocopied worksheets restricts the amount and range of independent writing.
- Skills in the application of number are good. Pupils make good progress as they proceed through the school with some particularly effective work in interpreting and handling data in KS2. They make and record measurements with appropriate precision in their experiments in science and apply their mathematical knowledge well in developing their awareness of chronology in history.
- In KS1 and KS2, pupils' use of ICT is good across a range of subjects. They record and communicate findings effectively in science and use ICT to work with real data in mathematics and represent it in different ways. However, they display limited skills in using their word processing skills to draft, edit and re-draft their written work.
- Pupils with SEN enjoy equal opportunities with the other pupils and make good progress; they make appropriate use of ICT to support their learning.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' social development is very good and their moral and cultural development is good; their spiritual development is satisfactory.

- The daily acts of collective worship which meet statutory requirements, contribute to the pupils' spiritual development, but the opportunities for quiet reflection on a broad range of experiences are limited. Nursery and reception age children do not benefit significantly from the occasions of whole-school collective worship.
- Pupils develop a good understanding of right and wrong. Pupils show respect and courtesy towards teachers and other adults in the school community, and towards their peers.
- Relationships between pupils are very good. They work and play together well, and effective collaborative work is a consistent characteristic of lessons throughout the school.
- Pupils respond well to opportunities to take responsibility, for example, the school council is developing appropriately and pupils undertake decision making in a responsible manner.
- Relations with the community are good, and pupils are developing awareness of their responsibility towards the environment evident in their work in relation to the Eco-school's project and recycling activities. They raise money and contribute regularly towards charitable causes.
- Pupils' knowledge of Welsh culture and heritage is developing well through celebrations of St David's Day and Santes Dwynwen, and across a range of subjects including history, geography and religious education.
- Their appreciation of other cultural traditions is developing well. They display growing awareness and tolerance of the implications of living in a multi-ethnic society.

4.2 Behaviour and Attitudes

The overall quality of pupils' behaviour and attitudes to learning is very good.

- Children of nursery and reception age have positive attitudes to school. Their behaviour is good overall. The vast majority learn to take turns and share equipment with others.
- Pupils in KS1 and KS2 display confidence and self-esteem and positive attitudes to learning. They work with interest and enthusiasm on the tasks they are set, and resources and equipment are treated with care.
- Movement around the school is quiet and orderly, and pupils of all ages play well together at playtimes in the school playground.
- The anti-bullying policy is put into practice effectively, and pupils show tolerance and consideration for each other.

4.3 Attendance

Attendance levels are good across the school with an average of 94.7 per cent.

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- Attendance rates are good in the early years.
 - The necessary steps to be taken by parents and guardians when a child is absent are outlined briefly in the school prospectus. The school has the co-operation of the vast majority of parents with regards to maintaining high standards in attendance.
 - Registration takes place twice a day but there is a lack of consistency in the timing of the registration after lunch. Although registers are kept neatly, the process does not fully conform to the statutory requirements.
 - Parents, and those who look after children, are encouraged to ensure that their children are punctual and the vast majority conform.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is a strength of the school and contributes significantly to the good standards achieved by the pupils. The quality of teaching was satisfactory or better in all the sessions observed including around 12 per cent where it was very good and about 68 per cent where it was good.

Good features

- Teachers have a very good relationship with the pupils and know them and their backgrounds very well. Pupils' efforts and good work are celebrated; constant encouragement ensures progress.
- The quality of teaching of under-fives is founded on a sound knowledge and understanding of the Desirable Outcomes for Children's Learning. Learning resources and the LSA are used effectively to ensure that the children have a good range of experiences.
- Overall, teachers have a good knowledge and understanding of the subjects they teach. Teaching is consistently good and at times very good in developing the personal and social skills of the under fives and their knowledge and understanding of the world. Effective techniques are used to develop pupils' investigative skills and working collaboratively in KS2 and plenary sessions are well utilised to consolidate learning. Peripatetic teachers in music, Welsh and information technology further raise the quality of teaching.
- The staff's close co-operation ensures good provision and equal opportunities for all the pupils.
- Teachers plan their lessons well, paying attention to teaching aims, continuity and progression. Organised, direct teaching, good classroom organisation and good use of teaching resources develop pupils' knowledge, understanding and skills effectively. In KS2, teachers utilise pupils' knowledge and skills in Welsh and English to advance and enrich their understanding of both languages.
- Teachers use a good range of teaching techniques and organisational strategies in order to ensure that all the pupils listen attentively and remain on task for an extended period of time. They make effective use of ICT to support the teaching, mainly in KS2.

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- Generally, teachers have high expectations, set demanding tasks and match the work to pupils' abilities well. Well differentiated tasks cater for the needs of abler pupils and those with SEN.
 - Teachers provide a stimulating and colourful environment with good displays of pupils' work, which promote the teaching and learning.
 - There are a number of direct experiences, either in the area, or beyond, which are a feature of the provision, and the work that follows in the classroom ensures that pupils' experiences contribute to the development of the work.

Shortcomings

- Teachers' knowledge and understanding of physical education are less well developed. Pupils are insufficiently challenged to develop further their games skills.
- A small number of lessons are too long in early years, resulting in children losing focus.
- In upper KS1 and lower KS2, lessons occasionally lack pace.
- Over-dependence on published worksheets inhibits the development of pupils' skills in extended writing in Welsh and English and developing flexible ways of recording their work in mathematics in Y2 to Y6.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is satisfactory.

- There is a whole-school policy for assessment, recording and reporting, however, it is shortly to be reviewed and adapted.
- Children are assessed soon after starting school, and any problems are identified early. Baseline assessment is administered the term following the child's fourth birthday and results are shared with the appropriate parties; records are kept in school as part of each individual child's profile.
- National Foundation for Education Research (NFER) tests are used throughout the school along with reading tests in both Welsh and English, together with teacher assessments for individual units of work. National Curriculum assessment tests are administered to Y5 pupils, and the data is analysed to improve pupils' performance. Analysis of test data is used insufficiently to inform the learning process throughout the school. Teacher assessment at the end of KS2 does not match NC assessment test results accurately.
- Pupils' work is marked regularly and consistently. However, comments are not always sufficiently informative to help pupils understand how they may raise their standards of achievement.
- Samples of children's work are kept in early years and for Y1 pupils. Individual pupil profiles for pupils in Y2-Y6 contain examples of work in the core subjects, which have been levelled and annotated. Pupils' involvement in self-assessment is at a very early stage of development.
- Quantitative targets are set for pupils in Y4 and Y5, but the implementation of detailed analysis of individual pupils' work and tracking procedures are underdeveloped.
- Assessment procedures for pupils with SEN are good; detailed records are kept of their progress.

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- Annual reports to parents are detailed and informative, and fully comply with statutory requirements.

5.3 Curriculum

The curriculum is broad, balanced and varied and fulfils the requirements of the NC and religious education.

- The curriculum for the under-fives meets the requirements of the six areas of learning. A detailed scheme of work in the early years identifies and promotes the key learning outcomes.
- In KS1 and KS2, the school provides equality of access and opportunity to the curriculum.
- Good quality policies for the curriculum subjects have been prepared in KS1 and KS2; they offer the teachers clear guidelines.
- The school has adapted schemes of work prepared by the LEA and national agencies in order to meet the schools particular needs. However, the scheme of work in English is incomplete.
- There is limited planning at whole-school level to develop the key skill of writing across the curriculum.
- Provision for homework is satisfactory; it supports classroom work effectively when work is set regularly.
- The school has begun to develop strategies for personal and social education following the Qualifications, Curriculum and Assessment Authority for Wales' (ACCAC) guidelines; they meet statutory guidelines. Inclusive social provision also meets statutory requirements.
- Educational visits and visits by individuals to the school make very important contributions to curriculum development.
- The school places good emphasis on *Y Cwricwlwm Cymreig*, developing effectively pupils' awareness of the history, culture and traditions of Wales. The process of devising opportunities of developing their awareness of other creeds and traditions is good.
- The extra-curricular provision the school offers is good. It includes cultural, social and sporting activities.
- Appropriate provision is made for the pupil for whom the NC is modified.

5.4 Support, Guidance and Pupils' Welfare

In practice, the quality of provision for support, guidance and pupils' welfare is good, however, not all documentation is in place.

- Children of nursery and reception age and pupils in both key stages learn in a warm, caring environment; all staff show concern for pupils' well being, health and safety.
- Aspects of pupils' progress are monitored informally by staff, and parents are invited to school in the spring term to discuss their child's academic progress and welfare.
- The school implements its health and safety policy effectively; arrangements for the supervision of pupils is good at all times.

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- Pupils are aware of the dangers of solvent abuse, and the school's anti-bullying policy is consistently implemented. Health education is included in areas of the curriculum and the visiting school nurse provides specific input for Y6 pupils.
 - Relevant staff have undergone first-aid training, however, their certificates are now out of date.
 - The school has no equal opportunities or child protection policies.

5.5 Provision for Pupils with SEN

The provision for pupils with SEN is good and they make good progress in line with targets set in the IEPs.

- The school's SEN policy, which complies with the requirements of the new Code of Practice, provides clear guidelines to those who are involved in SEN procedures. The nominated governor works effectively with the school.
- The Y4/Y5/Y6 teacher, as the SEN co-ordinator (SENCO), plans the provision and ensures that the liaison with class teachers and support staff is effective.
- There are 16 pupils on the school's SEN register (21 per cent) including two statemented pupils. These pupils are fully integrated within mainstream and have access to a broad and balanced curriculum.
- Pupils' needs are identified at an early stage with assessment undertaken in the early years. Pupils are carefully monitored throughout the school with good records kept of their progress.
- Under the guidance of the class teachers, both LSAs provide daily in-class support across a range of subjects with well-differentiated tasks set. A peripatetic SEN support teacher is employed for three and a half hours each week to support pupils on a withdrawal basis. The tasks set reflect the pupils' learning needs in literacy and numeracy; pupils make steady progress. Limited use is made of ICT to support the teaching.
- The IEPs, formulated mainly by the SENCO for pupils on the SEN register, are of good quality; they are regularly revised and include appropriate learning objectives to develop pupils' literacy and numeracy skills.
- The parents of children with SEN receive information regularly, they are aware of the IEPs and targets set, and give specific help when it is needed.
- The needs of the pupil for whom the curriculum has been modified are appropriately met with very good support provided by the LSA, and the SEN department of the local comprehensive school.
- The school has not been adapted to cater for the needs of pupils with physical disabilities.
- There are appropriate links with other external agencies.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The partnership with parents and the community is very good and good with schools and other institutions but the information provided for parents and also the curricular links with the secondary school are satisfactory.

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- There is clear information for parents and carers through the school prospectus which is only in English and there is a record of transfer of nursery children to the school. The annual governors report to parents and the prospectus meet statutory requirements. When needed, parents are informed by letter but no information on termly class topics is prepared or a general circular regarding school activities and pupils' activities. The school has adopted a suitable home-school agreement.
 - The parents are extremely supportive of all school activities and their response to the questionnaires was unanimous that the school encourages them to play an active part in the life of the school. There are instances of parents helping the teachers in the school with events such as sports and concerts. A very good feature is the significant contribution by parents and governors towards tidying up the school and developing the available facilities for the children under five. The Parent Teacher Association is very hard-working and their activities are supported with enthusiasm in the local community. Worthy sums are raised towards strengthening the school's resources.
 - There is a very good partnership with the community which deepens pupils' experiences and the school is the heart of the community. Pupils, teachers, parents and governors play an industrious part in the social, cultural and charitable activities of the community. Good use is made of the chapel and there is a close relationship with the parish church. The school supports the area's activities such as an eisteddfod, town show and festival. An invitation is received to entertain the residents of a nearby old people's home. Very good use is made of the area as a learning resource such as the Botanical Garden, Gelli Aur, Parc Dinefwr and Carreg Cennen Castle and the school supports the activities of Menter Bro Dinefwr.
 - The school has formed very good links with craftsmen, individuals and public services. The contributions of these to the school's activities is beneficial to pupils' education.
 - The partnership with Ysgol Uwchradd Tre-Gib and primary schools of the cluster is good. Pupils have opportunities during the year to use the secondary school's facilities and attend the language centre. Pupils from Tre-Gib help out in the school on periods of work experience. Bridging arrangements are good but the curricular links have not been fully developed.
 - The school is in a good partnership with an initial teacher training establishment and there is a close partnership with a local college to train class and nursery assistants.

5.7 Partnership with Industry

The partnership with industry is satisfactory.

- Although the school does not have a policy or evident strategy for work-related education, it has a positive attitude towards developing a close partnership between education and the world of work.
- Pupils have some experiences of visiting businesses in the town and area which are linked with class topics including a supermarket, buildings, milk factory, the library, shops, gardens and country park.
- There are effective links with businesses, individuals, including parents and local bodies which enrich the school's resources and activities. Many of them provide support by donating goods and awards for activities held by the school and parents.

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- Although the teachers have not had the opportunity to be placed on work experience in trade and industry, they have benefitted from the links with businesses in the area.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is satisfactory.

- The headteacher, with support from the LEA link adviser, prepares reports on the quality of the educational provision. The SDP and self-evaluation report are well-structured documents which are interlinked to strive towards school improvement. Self-evaluation procedures are identified for further development in the current SDP.
- There are planned programmes to evaluate and monitor standards, however, they are not rigorously implemented. Curriculum co-ordinators are insufficiently involved in observing activities across the school to come to an informed judgement about standards of achievement.
- Governors give generously of their time and discharge their duties with commitment and enthusiasm. However, their role in planning for improvement is less effective in monitoring standards, evaluating the outcomes of planned improvements, analysing data and using benchmark information.
- Teachers analyse evidence of pupils' performance and set targets for pupils at the end of both key stages, however, pupils are insufficiently involved in setting targets in discussion with their teachers.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is good. The school's aims and values promote a caring ethos and give the school a clear sense of purpose and direction.

- The headteacher provides the staff with clear and firm leadership for improving the educational provision and planning for raising the standards of achievement. The whole community, including parents, co-operate wholeheartedly with the headteacher and staff for the benefit of all pupils.
- The headteacher has full-time responsibility for the early years and Y1 class. A part-time teacher is employed to teach the class for one day each week. During this time the headteacher undertakes administrative work, and has begun a more formal process of monitoring the quality of teaching and the standards of pupils' work.
- The staff share subject responsibilities. They write schemes of work and ensure resources are effectively managed, however, their role in monitoring standards of achievement is underdeveloped. Portfolios of pupils' work have not been gathered in the curriculum areas and examples of work are not annotated or levelled according to the NC level descriptors.
- The governing body is very supportive of the headteacher and the school. Members are beginning to develop an awareness of their duties and responsibilities for the curriculum with individual governors linked to subject areas and formal visits undertaken to observe the school at work.
- The school has a mainly delegated budget, which was until recently effectively administered by the LEA. The financial support officer provided effective advice and

support. The full committee of the governing body monitors expenditure and sets the budget. The school manages its resources appropriately. The surplus funds are earmarked mainly for extra support staff and provision for early years' children.

- The local authority conducted an audit of the school's finances in 2001. It was noted that good arrangements are in place to administer the budget. Recommendations for improvement have been implemented.
- A part-time administrator has recently commenced employment for one day each week; her role is well defined including secretarial duties and administering financial matters. The school functions effectively on a day-to-day basis.
- Apart from registration of pupils and some policy omissions, the school complies with statutory requirements and pays attention to Welsh Assembly Government guidelines.

6.3 Staffing, Accommodation and Learning Resources

The provision of staffing and accommodation is satisfactory; learning resources are good.

- The number of teachers is satisfactory, but the provision of paid LSAs is inadequate to support the teaching and learning, and attend to the needs of the large number of children in the early years and Y1 class. Pupil to teacher ratios are high particularly in two classes where there are three age ranges spanning more than one key stage.
- Staff have appropriate job descriptions, and they benefit from a good range of in-service (INSET) opportunities, which have impacted well on standards of achievement. The support staff make a significant contribution to the quality of pupils' learning.
- Performance management structures are developing appropriately, with staff development interviews being undertaken and targets set for individual teachers.
- Resources for learning are good overall in almost all areas of the curriculum. However, there is insufficient large play equipment for the early years, artefacts of other world religions are scarce and the range of reference books is limited. Good use is made of existing resources which is contributing positively to pupils' learning.
- The accommodation is satisfactory. The school building and its site are well maintained, and there is a well-appointed separate dining area. Classrooms and public areas are kept clean and have interesting and informative displays. There are two generous playgrounds marked out for games, and sheltered spaces where infant and junior pupils have ample space to play. The recent addition of the early years safe and stimulating play area has significantly improved facilities for the under-fives. However, the KS2 classrooms are cramped for pupils to undertake practical activities, and the spare classroom is under-utilised in the afternoons by KS2 pupils for independent learning and personal research. Constraints of space limit the quality of experiences during acts of collective worship and there is no library facility.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The education provided for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Children are admitted full-time in the term they attain their fourth birthday. There are 12 full-time nursery age children and nine full-time reception age children, the majority of whom come from non-

Welsh speaking homes. They share the class with 10 Y1 pupils and they receive support from one full-time LSA. Baseline assessment results indicate that children's attainment on entry to school is average for the vast majority with around 20 per cent above average.

Language development, literacy and communication

Children's language, literacy and communication skills are good.

Good features

- Nursery and reception age children listen very attentively and benefit from hearing KS1 pupils. They respond very well orally to likeable characters in their story books. They discuss readily and naturally; the majority of reception age children become fluent in Welsh by the time they transfer to KS1. They form letters comparatively correctly as they copy words and they understand that written symbols have sounds and meanings. The children listen to, respond to and remember songs, nursery rhymes, poems and rhymes in order to develop vocabulary and reinforce their oral skills.

Shortcomings

- There are no major shortcomings but not all nursery and reception age children become fluent in Welsh from an early age as they readily turn to English in activities which are not led by the teacher or supported by adequate numbers of LSAs.

Mathematical development

Children's mathematical development is good.

Good features

- Nursery age children recognise numbers to five and reception age to 10 and beyond; they form numbers correctly in their early records. They recognise simple shapes and they have a developing knowledge of the mathematics of money. They use mathematical language in relevant contexts such as shape, place, quantity and sum. All children remember a range of counting rhymes, songs and games. They make good use of sand and water activities to develop their mathematical skills, including measuring and comparing.

Shortcomings

- There are no major shortcomings.

Personal and social development

Children's personal and social development is very good.

Good features

- Nursery age children settle very quickly into the school routine. They play very well together and they are willing to share and take their turn. They respect the teacher and the LSA and display care and a fondness towards other children and adults. Reception age children move around the school very confidently; they take responsibility for personal cleanliness, display confidence in seeking help when available and form very good relationships with their peers. They use and treat learning resources with respect and put equipment away at the end of lessons.

Shortcomings

- There are no major shortcomings.

Knowledge and understanding of the world

Children's knowledge and understanding of the world are very good.

Good features

Nursery and reception age children have a very good understanding of the seasons and their features. They experiment by growing plants and observe insects at work. Reception age children undertake simple investigations in their study of light and have a very good understanding of the idea of time. Nursery and reception age children identify a developing range of workers by characteristics of work. They begin to understand the use of a variety of information sources and use information technology confidently to support their learning. Children become engrossed in modelling activities on computer and begin to direct a programmable toy. Children's cultural development is well addressed through *Y Cwricwlwm Cymreig*. They are familiar with their locality, some Welsh artists and historical characters from history. Reception age children have a very good knowledge and understanding of animals from different countries.

Shortcomings

- There are no major shortcomings.

Creative development

Children's creative development is good.

Good features

- Both nursery and reception age children handle equipment with increasing skill and they enjoy cutting and pasting paper. They use a variety of materials to create representative images such as pictures, drawings and structures. They derive much pleasure and enjoyment from a range of role-play activities. In formal music lessons with KS1, children display good understanding of the rhythm of music and create music with a variety of instruments and with their voices.

Shortcomings

- There are no major shortcomings.

Physical development

Children's physical development is satisfactory.

Good features

- Nursery and reception age children handle small apparatus such as painting equipment, pencils and scissors, confidently. They use small equipment with increasing ability in order to develop their pedalling, pushing and pulling skills. In formal physical activities with KS1, children display good skills in forming different shapes with their bodies.

Shortcomings

- Nursery and reception age children's skills in climbing and sliding are underdeveloped. There is no large play equipment for them to practise these skills.

Welsh

Standards of achievement are good in KS1 and KS2.

Good features

- In both key stages, pupils' listening skills are good. They listen well to teachers' presentations and instructions, and to each other in group and class discussions.

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- In both key stages, pupils answer questions confidently and accurately. At the end of KS2, pupils express opinions and present arguments effectively, using appropriate language conventions.
 - In both key stages, reading skills are developing well. The majority of pupils read accurately and with expression at an appropriate level, self-correcting any mistakes and using context cues. More able pupils in both key stages comment on characters and plot, and make sensible predictions on the possible development of the story.
 - Key Stage 1 pupils' writing skills are good. By the end of the key stage, the majority of pupils write independently, forming full sentences on a variety of patterns, using appropriate verb forms in the right context, and spelling with increasing accuracy.
 - In KS2, pupils writing skills are satisfactory. They write for a developing range of different audiences, including factual reports, recipes, information sheets, book reviews, letters, acrostic poems and descriptions. Punctuation, handwriting and presentation of work are good in the majority of pupils' work.

Shortcomings

- There are no major shortcomings but pupils' creative writing skills are underdeveloped particularly in KS2 and pupils' grasp of mutations is less well developed.

English

In line with LEA policy for Welsh-medium schools, English is not introduced formally at KS1. Standards of achievement are good in KS2.

Good features

- Pupils listen and respond well to instructions and explanations. They listen very effectively to their peers' contributions, to class and group discussions.
- The majority of pupils' speaking skills are good. They respond clearly and accurately to teachers' questions, and contribute confidently to discussions. By the end of KS2, they are developing an appropriate range of vocabulary.
- Pupils' reading skills are developing well across the key stage. By the end of the key stage, the vast majority read fluently, with expression and understanding. The more able pupils summarise previous events and make thoughtful predictions on the possible direction of the story.
- Pupils' writing skills at KS2 are satisfactory. At levels appropriate to their age, pupils write for a range of different requirements and for a variety of different audiences, including factual reports on visits, letters, book reviews, stories, and acrostic poems. They demonstrate a good grasp of grammatical conventions. Pupils' spelling, handwriting and presentation of work are satisfactory.

Shortcomings

- There are no major shortcomings but pupils' creative writing skills are underdeveloped. Overuse of worksheets constrains the development of extended writing across the key stage.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils quickly become familiar with number sequences, identify and use patterns, including odd and even numbers. They confidently use a good range of mathematical terms.
- By the end of KS1, pupils demonstrate quick mental agility. They answer a range of questions quickly, accurately and confidently, using a range of different strategies to reach solutions.
- Key Stage 1 pupils have a secure knowledge and understanding of place value. Year 2 pupils read and write numbers to 100 and beyond and know addition and subtraction facts to 20.
- Pupils in KS1 confidently name and describe a range of two-dimensional and three-dimensional shapes. They use standard units of measure accurately, recognise simple fractions and tell the time from both analogue and digital clocks.
- Pupils in KS2 develop further their understanding of place value and patterns and strategies to support their problem solving strategies. They have quick mental recall of multiplication facts and use a good range of vocabulary.
- Pupils in lower KS2 develop a good understanding of the congruence of different shapes, recognise reflective symmetry and identify lines of symmetry with developing confidence.
- Older KS2 pupils identify numbers needed to divide a whole number to arrive at a fraction and develop a good understanding of equivalent fractions. They have good knowledge of the relationship between fractions, percentages and decimals and use this to effect in their quick calculations of mental problems. Able Y6 pupils display very quick mental agility skills in answering questions.
- Pupils in Y5 and Y6 know the properties of a good range of two-dimensional and three-dimensional shapes. Pupils identify and draw a range of angles. They quickly calculate perimeters and areas of irregular shapes. Work is presented carefully, neatly and accurately, showing pride and enjoyment.
- Key Stage 2 pupils collate data, often based on class questioning or on investigations in other subjects, and create and analyse different forms of graphs with growing confidence. Information and communications technology is used well to support their learning and in the presentation of their work.

Shortcomings

- There are no major shortcomings but in lower KS2, pupils do not devise and refine their ways of recording and able end of KS2 pupils hurriedly answer questions mentally without checking their answers.

Science

Standards of achievement are very good in KS1 and KS2.

Good features

- In both key stages, pupils' practical and experimental work is very good. Investigative skills are developed methodically and consistently across the whole age range. From a

young age, pupils put forward their suitable suggestions and demonstrate a good understanding of fair testing.

- In both key stages, pupils use specific scientific vocabulary very effectively when discussing their work.
- In KS1, pupils' knowledge and understanding of life processes and living things are very good. They undertake detailed studies of plant and insect life following a visit to the National Botanical Garden of Wales.
- Pupils in KS1 confidently build simple electrical circuits. They have a clear understanding that a break in the circuit means that the bulb will not light. Annotated drawings of circuits are clear and accurate.
- By the end of KS1, pupils have good knowledge of materials and their properties. They undertake effective studies of how materials change and describe in detail how materials react when they are heated or cooled.
- Pupils in lower KS2 build on their enquiry skills very effectively by undertaking experiments on plant growth. They develop a good understanding of how plants are transplanted following a visit to Dinefwr Park.
- Older KS2 pupils ably label all parts of a flowering plant. They know the functions of the root, stem and leaves and are very familiar with the life cycle of the dandelion.
- Key Stage 2 pupils are familiar with light and sound. In their investigations, recordings are made in a variety of forms such as tables and graphs. Pupils demonstrate their ability to interpret data and use information to come to sensible conclusions.
- By the end of KS2, pupils conduct a wide range of experimental and investigative science. They use a range of reference books and ICT to classify pond life creatures.
- Key Stage 2 pupils successfully base the planning of their investigations on previous knowledge and understanding. They work very well in groups, listening to each other's ideas when coming to corporate decisions. They make sensible predictions and are confident in using a database on the computer to record results.
- Very good progress is made in conducting systematic enquiry and in their understanding of the concept of variables, which to change, and which to remain the same, to ensure a fair test.

Shortcomings

- There are no major shortcomings.

Design and technology

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in both key stages use equipment safely, and are aware of risks and dangers.
- In food technology, KS1 pupils combine good designing, making and evaluating skills to make a range of sandwiches, and younger KS2 pupils develop good food-processing skills in creating a fruit salad. At the end of KS2, pupils design, make and evaluate a pizza as an example of fast healthy food.

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- In KS1, pupils design and make finger and hand puppets from a range of materials including felt and non-fraying vivelle. They experiment confidently with basic joining techniques such as glue and staples, and develop effective cutting skills in making a mock-up. The finished product is decorated with beads and sequins, and appropriately evaluated. Pupils input commands with developing confidence when using a controllable toy.
 - In KS2, younger pupils use ICT to design a personal logo to decorate a pencil case. They display good problem-solving skills in working from plans and experimenting with different stitches to join materials. The final product is evaluated by testing it in use, and improvements on design are suggested for the next textile activity.
 - By the end of KS2, pupils experiment confidently with a variety of materials and techniques to design a piece of tie and dye. They experiment with stiffening the fabric, sewing it and decorating it to make a personal kit bag of good quality.

Shortcomings

- There are no major shortcomings but pupils' experience of moving mechanisms and electrical systems is underdeveloped in KS1 and KS2.

Information technology

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils display good skills in word processing, creating and printing simple sentences.
- Pupils in KS1 develop well a number of basic skills such as using program commands, saving, editing and printing their work; they use the mouse confidently and operate a number of facilities on the toolbar.
- Year 1 pupils confidently use an art program for illustration and print their completed pictures without adult help.
- In communicating and handling information, Y2 pupils undertake a class project, classify the information and present their findings in graphic form. They confidently store and retrieve their work.
- Key Stage 2 pupils conduct Internet research on a regular basis in their project work and when searching for information across a range of subjects. They effectively use CD-ROMs for information to support an investigation and make predictions.
- Year 3/Y4 pupils use a data handling package to create and print graphs using data on a project undertaken in class. They begin to understand that different types of graphs are used for different purposes; they save their work confidently on disk.
- Older KS2 pupils improve their skills in word processing, for example, by using a range of fonts and styles of text in poetry and letter writing.
- Key Stage 2 pupils display very good skills when e-mailing. They use e-mail programs very effectively to send and receive information from local schools and to friends in New Zealand.
- Key Stage 2 pupils use a digital camera to record their findings, for example, on educational visits.

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- Older KS2 pupils' skills in using a database package are developing well. They use five fields when creating a database in their experiments in science.

Shortcomings

- There are no major shortcomings, however, pupils display limited skills in using their word-processing skills to draft, edit and re-draft their written work.

History

Standards of achievement are good in KS1 and KS2.

Good features

- Key Stage 1 pupils' awareness of the past is developing effectively by comparing photographs of children wearing beach attire in Victorian times with examples of their own swimming costumes.
- Key Stage 1 pupils have an appropriate knowledge of some aspects of Welsh history, from stories about Llywelyn, Prince of Gwynedd, Gerallt Gymro and Bishop William Morgan.
- Pupils in KS1 have a good understanding of changes in transport through the ages, and enjoy stories about pirates and their ships.
- Key Stage 2 pupils display good awareness of homes and clothes, crime and punishment and the dissolution of the monasteries in the age of the Tudors.
- Pupils in KS2 pupils have a good knowledge and understanding of life in Victorian times, including the homes of the poor, the scandal of child labour and the work of famous philanthropists and social reformers like Lord Shaftesbury and Dr Barnardo.
- Pupils in KS2 make good use of time lines to extend their chronological skills, and use a good range of resources, including ICT where appropriate, to develop their research and inquiry skills. They develop an increasing awareness of the difference between fact and opinion.
- In KS2, pupils demonstrate a good understanding of the social history of the Second World War. Younger pupils make effective use of photographs, newspaper articles and a range of other documentary evidence to understand the role of women in work. Older pupils carefully follow a war-time recipe to make a chocolate spread, as part of their studies of food rationing.

Shortcomings

- There are no major shortcomings but knowledge of history in a local context is underdeveloped, mainly in KS2.

Geography

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils display a good knowledge of places outside their own locality in their study of Llansteffan and of Australia in the teddy bear/koala project.
- In KS1, pupils effectively use a plan of a farm, and use simple grid references to locate features in the landscape; they interpret aerial photographs with increasing confidence.

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- In their study of weather patterns, KS1 pupils appropriately measure and record their findings making good use of ICT.
 - Key Stage 2 pupils have a good understanding and knowledge of a village in Lesotho as an example of a community in the developing world, and compare it with that of their own village.
 - In their study of a contrasting locality, KS2 pupils have a good knowledge and understanding of Snowdonia. They describe the area in detail and how it compares with Ffairfach.
 - Key Stage 2 pupils display a good understanding of the Sea Empress disaster and its effects on the environment. Their establishment of an eco-council has raised awareness of environmental issues, such as how people care for the environment, and protect it for the future through sustainable development.
 - Pupils are developing an appropriate awareness of global citizenship through good use of e-mail to contact friends in New Zealand.

Shortcomings

- There are no major shortcomings but pupils' mapping skills are underdeveloped in KS1 and KS2.

Art

Standards of achievement are good in KS1 and KS2.

Good features

- In both key stages, pupils are developing a good knowledge of local artists, and they benefit from workshops on artistic techniques led by visiting artists.
- Key Stage 1 pupils create attractive designs from natural materials in the style of local artist Tim Pugh; they use a digital camera confidently to record their work.
- In both key stages, pupils work well collaboratively on collage and montage.
- Key Stage 1 pupils use ICT confidently and effectively to produce good quality pictures of their favourite animal. They are encouraged to use a range of media for observational drawing, including pastels, chalks and crayons.
- In their experiments on form, pupils in KS2 build effective three-dimensional animal masks using a range of different materials and techniques, including papier-mâché and mod-roc. They constructed a wide range of good quality models of buildings from junk materials.
- Key Stage 2 pupils explore colour and shape, patterns and textiles. They block print effectively, using polystyrene and junk materials.
- Key Stage 2 pupils use appropriate vocabulary to evaluate and discuss their own work and that of others, including well-known artists.
- In KS2, pupils have benefited from the visit of a local artist to create good quality clay pots.

Shortcomings

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- There are no major shortcomings but pupils' purposeful use of a sketchbook is variable in KS1 and KS2 and over-dependence on adult images constrains the development of pupils' own ideas and images.

Music

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- Pupils in both key stages sing an expanding repertoire of songs and hymns in tune, demonstrating good breath control, and a firm grasp of pitch, rhythm and dynamics.
- Key Stage 1 pupils play simple patterns on untuned percussion instruments and demonstrate a sound knowledge of the qualities of the different instruments and the sounds they produce.
- A small number of KS2 pupils take advantage of violin and brass tuition provided by the peripatetic service, and contribute effectively to collective worship and to school concerts. Year 6 children are developing good skills in playing the recorder.
- Pupils in KS2 benefit from the work of a visiting musician to develop simple composition skills with untuned instruments.

Shortcomings

- In KS2, pupils display limited skills when playing untuned percussion instruments; they do not build sufficiently on the good practice in KS1.
- Key Stage 2 pupils' composition skills are underdeveloped.

Physical education

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In both key stages, pupils change appropriately for lessons and have an awareness of warm up and cool down activities. They follow the relevant rules and safety procedures that apply in the different activities.
- Year 1 pupils display developing skills of travelling including changing direction, balancing and rolling. They are aware of the need to land safely when jumping from apparatus.
- In games activities, around a half of Y2 pupils display good skills in bouncing, throwing and catching a ball.
- In games activities, around two thirds of lower KS2 pupils display good skills when catching and travelling with a ball.
- Year 5 and Y6 pupils observe the conventions of fair play, honest competition and good sporting behaviour when competing in a mixed rounders match. Around two thirds of the pupils display good batting, throwing and catching skills.
- Key Stage 2 pupils undertake swimming lessons on a fortnightly basis. The school states that all pupils attain NC requirements by the end of KS2.
- From discussion with older KS2 pupils, they derive pleasure from a range of activities including football, netball and athletics together with outdoor and adventure activities on residential courses.

Shortcomings

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- In both key stages, pupils' skills in evaluating their own work and that of others in order to identify ways of improvement are underdeveloped.
 - In KS1, around a half of pupils display limited skills in bouncing, throwing and catching a ball.
 - In KS2, around a third of pupils' skills in bowling, catching, throwing and batting are underdeveloped.

Religious education

Standards of achievement are good in KS1 and KS2. Pupils follow a broad programme of study suitable to their age and level of understanding based on the locally agreed syllabus. An appropriate balance is maintained between Christianity and other major world religions.

Good features

- Key Stage 1 pupils know and celebrate the main festivals of the Christian religion. They have a good knowledge and understanding of baptism following a role-play activity in a church.
- Pupils in KS1 confidently recall stories from the Old and New Testaments and are keen to respond to questioning. Year 1 pupils develop a good knowledge of the life of St Francis of Assisi.
- In KS1, pupils have strong social awareness promoted through religious education lessons for example, they explore the importance of caring, sharing, forgiving and helping those less fortunate than themselves.
- Key Stage 2 pupils develop an understanding of other major faiths, such as Hinduism and Judaism. They have a good command of the basic vocabulary associated with these religions. Pupils make appropriate comparisons between the Christian religion and other religions, through various themes, such as prayer and festivals.
- Key Stage 2 pupils have appropriate knowledge of religious figures such as Joseph, Abraham and others. Their knowledge and recall of the Creation is good and they offer very imaginative and innovative ideas on how to depict it in artistic form.
- Key Stage 2 pupils are aware of the importance of structure in worship; they write sensitive, thoughtful prayers of thanks on a range of subjects.
- In both key stages, pupils' learning is enhanced by visits to local churches and chapels and they know the significance of the Christian symbols. Contact with local clergy is valuable in reinforcing their experience of worship.
- Pupils in both key stages have a strong awareness of the importance of rules in man's life. They know that they are expected to respect the beliefs of others when they are different from their own.

Shortcomings

- There are no major shortcomings, however, pupils' skills in enquiring about a wide range of artefacts linked with the major world faiths are underdeveloped.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in the autumn term 1998. The report identified six key issues for action listed below, namely the need to:

- **improve the standards of pupils' achievement in those subjects and aspects where shortcomings were identified;**
- **address the shortcomings in the teaching;**
- **raise standards in Welsh of those pupils who are late entrants to the school;**
- **improve the provision for pupils with SEN;**
- **improve the provision in information technology;**
- **allocate whole-school responsibilities to individual teachers for co-ordinating, monitoring and evaluating the work.**

Overall, the school has made good progress in addressing the key issues identified in the last report.

- Teachers undertook INSET in a range of subjects and extra resources were purchased to support the learning. Challenging quantitative targets were set in the core subjects in an effort to raise standards further. In this inspection, it is judged that good progress has been achieved with standards of achievement raised in Welsh in KS2 and science, information technology and religious education in KS1 and KS2.
- Teachers held meetings to discuss teaching techniques and planned appropriately to set tasks that matched the needs of pupils, and they observed good practice in other schools. In this inspection, it is judged that shortcomings have been addressed with the quality of teaching deemed to be a strength in the school.
- Extra daily Welsh sessions with appropriate support were timetabled to address pupils' lack of oral progression and reading skills. Pupils undertook residential visits and frequented the Language Centre at the local comprehensive school. Further teaching support was provided by the *athro bro*. In this inspection, it is judged that good progress has been made with all late entrants attaining good oral and reading skills, and all Y6 pupils attained level four in the NC assessment tests in 2004.
- Individual education plans were adapted to ensure plans were relevant and challenging and met pupils' needs. Closer relationships were forged with parents of pupils with SEN so that they were fully aware of set targets. Additional support was provided for pupils by a specialist teacher on a withdrawal basis. Teachers undertook INSET and consulted with the educational psychologist and SEN adviser to improve the provision. In this inspection it is judged that good progress has been made with provision for pupils with SEN deemed to be good.
- The scheme of work for information technology was reviewed and INSET was undertaken by all teachers to further improve their skills. Extra resources were purchased over time and the school has recently employed a specialist teacher for one day each week to further develop pupils' skills in information technology in KS1 and KS2. In this inspection, it is judged that good progress has been made resulting in standards of achievement deemed to be good in both key stages.

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- Job descriptions were reviewed and subjects were allocated to individual teachers. Some monitoring was undertaken to evaluate standards of achievement. In this inspection, it is judged that satisfactory progress has been made. There are planned programmes to evaluate and monitor standards, however, they are not rigorously implemented. Curriculum co-ordinators are insufficiently involved in observing activities across the school to come to an informed judgement about standards of achievement.

8.2 Key Issues for Action

In order to build on its strengths and overall good standards, the school needs to:

- maintain standards in the subjects and aspects judged to be good or very good and raise standards in the subjects and aspects judged to be satisfactory by addressing the shortcomings noted;
- complete the scheme of work in English and plan for whole-school development of key skills in order to raise standards in writing across the curriculum;
- adopt a more rigorous approach to the process of self-evaluation and further develop the role of curriculum co-ordinators in monitoring standards of achievement;
- ensure sufficient paid support staff to cater for the needs of early years children and Y1 pupils;
- devise a policy for child protection and equal opportunities;
- ensure registration of pupils fully complies with Welsh Assembly Government guidelines.

APPENDIX

A. Basic Information About the School

Name of School	Ffairfach CP School
School type	Community
Age-range of pupils	3-11
Address of school	Heol Bethlehem Llandeilo Carmarthenshire
Post-Code	SA19 6SY
Telephone Number	01558 822796

Headteacher	Meinir Morgan
Date of appointment	September 1995
Chair of Governors	Mr Philip Carpenter
Registered Inspector	Mr Jeffrey Harries
Dates of inspection	14 th -16 th June 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12	9	10	7	11	6	8	14	77

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

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	22.6:1
Average class size, excluding nursery and special classes	25.6
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2004	94.2	95.0	93.7	94.57
Summer 2003	94.2	93.5	95.3	94.25
Autumn 2003	87.4	96.3	95.5	95.24

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: In the School 2004, National 2003:

National Curriculum Assessment KS1 Results: 2004	Number of pupils in Y2: 7
As the number of pupils eligible for teacher 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 (2004):	71.4	In Wales (2003):	80

END OF KEY STAGE 2: In the School 2004, National 2003:

National Curriculum Assessment KS2 Results:							Number of pupils in Y6: 14							
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	0	7	0	79	14	0	
		National	0	0	3	0	0	1	5	16	45	29	0	
	Test/Task	School	0	0	0	0	0	0	0	0	21	36	43	0
		National	0	2	2	1	0	0	4	12	41	38	0	
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	8	92	0	0	
		National	1	0	2	0	0	1	4	19	49	23	0	
	Test/Task	School	0	0	0	0	0	0	0	0	100	0	0	
		National	1	2	0	2	0	0	2	17	50	24	0	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	21	21	58	0	
		National	0	0	3	0	0	1	4	19	46	27	0	
	Test/Task	School	0	0	0	0	0	0	7	21	29	43	0	
		National	0	2	1	1	0	0	4	19	43	30	0	
Science	Teacher assessment	School	0	0	0	0	0	0	0	7	43	50	0	
		National	0	0	3	0	0	0	2	13	49	33	0	
	Test/Task	School	0	0	0	0	0	0	0	7	79	14	0	
		National	0	2	0	0	0	0	1	10	47	38	0	

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language), according to teacher assessment			
by Teacher Assessment		by Test	
In the school (2004):	78.5	In the school (2004):	71.4
In Wales (2003):	70	In Wales (2003):	71

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A Pupils who have failed to register a level because of absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors who spent a total of six inspector days at the school.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and 20 parents who attended the pre-inspection meeting;

- questionnaires were distributed to all parents and the 43 completed questionnaires were analysed and the inspection team took note of the results; 97 per cent of the responses were positive;
- school documentation was examined.

During the inspection:

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 34 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-times;
- discussions were held with pupils about aspects of their work and life in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the governing body.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr J Harries	Rgl	The school and its priorities; Main findings; Standards of achievement; Standards achieved in key skills across the curriculum; Quality of teaching; Curriculum; Provision for pupils with SEN; Quality of self-evaluation and planning for improvement. Leadership and efficiency; Progress since the last inspection; Key issues for action.	early years; mathematics; science; information technology; physical education; religious education.
Mr G Jones	Lay	Attendance; Partnership with parents and community; schools and other institutions; Partnership with industry.	
Mrs R Harris	Team	Pupils' spiritual, moral, social and cultural development; Behaviour and attitudes; Assessment, recording and reporting; Support, guidance and pupils' welfare; Staffing, accommodation and learning resources.	Welsh; English; design and technology; history; geography; music; art.

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

A SUMMARY FOR PARENTS

ON THE INSPECTION OF

FFAIRFACH CP SCHOOL

© Crown Copyright 2004. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof stated.

Ffairfach CP School was inspected as part of a national programme of school inspection. The purpose is to identify strengths and weaknesses 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 children's schools. 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 Ffairfach CP School took place between the **14th-16th June 2004**. It was undertaken by an independent team of three inspectors, led by **Mr Jeffrey Harries**. The inspection was commissioned by Estyn, a department of central government.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the efficiency with which financial resources were used and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Name of School	Ffairfach CP School
School type	Community
Age-range of pupils	3-11
Address of school	Heol Bethlehem Llandeilo Carmarthenshire
Post-Code	SA19 6SY
Telephone Number	01558 822796

Headteacher	Meinir Morgan
Date of appointment	September 1995
Chair of Governors	Mr Philip Carpenter
Registered Inspector	Mr Jeffrey Harries
Dates of inspection	14 th -16 th June 2004

The school and its priorities

Ffairfach CP School is located approximately half a mile from the centre of Llandeilo, in the village of Ffairfach. The present school was built in 1900 and it accepts pupils from the village and a very wide area surrounding it. The school states that the pupils are drawn from a relatively prosperous area for approximately 10 per cent of the pupils, and neither prosperous nor economically disadvantaged for the remainder.

The school is identified as a Category A school by Carmarthenshire local education authority (LEA). Pupils in Key Stage (KS) 1 and mainly in KS2 are educated through the medium of Welsh; the aim is to ensure that the pupils are totally bilingual by the end of KS2. Thirty-six per cent of pupils come from homes where Welsh is the main language spoken.

Education is provided for pupils between the age of three and 11 years. It is a popular school and it has seen an increase of almost 80 per cent in the number of pupils since the last inspection with 77 on roll at present. Approximately 58 per cent of pupils are drawn from outside the school's catchment area. There are no pupils from a multi-ethnic background. Approximately 90 per cent of the pupils have received pre-school education. Ten per cent of pupils are entitled to free school meals. There are 16 pupils on the special educational needs (SEN) register, which is 21 per cent of the pupils, a total which is similar to the county and national average; two of them have a statement.

The school is arranged traditionally with three classrooms and one for the *Mudiad Ysgolion Meithrin* nursery class in the morning only. The present budget employs 3.4 teachers, two full-time assistants and one part-time. The school gained the Basic Skills Quality Mark for the second time in 2003. It was last inspected in the autumn term 1998.

The school has aims and objectives for developing each pupil educationally and socially, by aiming to nurture a close relationship between the school, the home and the local community.

The focus for the present academic year is to:

- raise spelling standards in English;
- develop further pupils' mental skills in mathematics;
- improve pupils' investigative skills in science;
- develop further the system of self-evaluation;
- improve assessment methods in the core subjects;
- improve pupils' standard of handwriting;
- improve learning resources throughout the school;
- develop further partnerships with outside agencies and create a partnership with schools in Europe;
- improve the quality of the building.

The main findings of the report

Ffairfach Primary School has a number of good features and provides a good standard of education for its pupils. The governing body is very supportive and the headteacher provides firm leadership. The positive ethos, very good pupil behaviour, good standard of teaching and very good links with parents and the community are strengths of the school.

Educational standards achieved by pupils

- Pupils' educational standards were satisfactory or better in all of the lessons that were observed, nine per cent of which were very good and 74 per cent good.
- The overall quality of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The standards in the six areas are as follows:

Language, Literacy and Communication Skills	Good
Mathematical Development	Good
Personal and Social Development	Very Good
Knowledge and Understanding of the World	Very Good
Creative Development	Good
Physical Development	Satisfactory

- In KS1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

	CA1	CA2
Welsh	Good	Good
English	---	Good
Mathematics	Good	Good
Science	Very Good	Very Good
Design and Technology	Good	Good
Information Technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Satisfactory
Physical Education	Satisfactory	Satisfactory
Religious Education	Good	Good

- In KS1, results of NC teacher assessment in 2004 were slightly below county and national averages for 2003.
- In KS2, results of NC assessment tests in 2004 were above county and national averages in 2003 in Welsh and science and similar in English and mathematics.
- In comparison with schools in Wales with a similar background in 2003, the 2004 teacher and NC assessment results indicate that the school is performing in the bottom 50 per cent but above the lowest performing 25 per cent in both key stages. However, a significant percentage of those pupils assessed in both key stages are identified on the school's SEN register.
- The standards and the progress children make in the key skills across the curriculum are consistently good in the early years. In KS1, standards across the curriculum are good in speaking, listening and reading in Welsh. In KS2, standards are good in speaking, listening and reading in both Welsh and English. In KS1, standards are satisfactory in writing in Welsh and satisfactory in KS2 in both Welsh and English. Overuse of worksheets inhibits opportunities for pupils to write on an extended basis across the curriculum and teachers' planning is insufficiently detailed for the development of key skills. Standards in the application of number and the use of information and communications technology (ICT) are good in both key stages.

Ethos of the school

- Pupils' social development is very good and their moral and cultural development is good; their spiritual development is satisfactory. The daily act of collective worship meets statutory requirements and contributes to the pupils' spiritual development, but opportunities for quiet reflection on a broad range of experiences is limited.
- Relationships between pupils are very good. They work and play together well, and effective collaborative work is a consistent characteristic of lessons throughout the school. Pupils develop a good knowledge and appreciation of the culture and heritage of Wales. Their awareness of other creeds and cultures, racial equality and world citizenship is developing well.
- Pupils respond well to opportunities to take responsibility, for example, the school council is developing appropriately and pupils undertake decision making in a responsible manner. Pupils are developing awareness of their responsibility towards the environment evident in their work in relation to the Eco-schools' project and recycling activities.
- The overall quality of pupils' behaviour and attitudes to learning is very good. Pupils show tolerance and consideration for each other. They work with interest and enthusiasm on the tasks they are set.
- Pupils' attendance levels are good averaging 94.7 per cent across the school. Punctuality of pupils at the start of the day is good. Registration after lunch does not fully comply with statutory requirements.

Quality of education

- The quality of teaching is a strength of the school and contributes significantly to the good standards achieved by the pupils. The quality of teaching was satisfactory or better in all the sessions observed including around 12 per cent where it was very good and about 68 per cent where it was good.
- Overall, teachers have a good knowledge and understanding of the subjects they teach. Teaching is consistently good and at times very good in developing the personal and social skills of the under-fives and their knowledge and understanding of the world. Effective techniques are used to develop pupils' investigative skills and working collaboratively in KS2 and plenary sessions are well utilised to consolidate learning. Peripatetic teachers in music, Welsh and information technology further raise the quality of teaching.
- In lessons judged to be less effective, a small number were too long in early years, resulting in children losing focus. They occasionally lack pace in upper KS1 and lower KS2. Over-dependence on published worksheets inhibits the development of pupils' skills in extended writing in Welsh and English and developing flexible ways of recording their work in mathematics in Y2 to Y6.
- The quality of assessment, recording and reporting is satisfactory. Pupils' work is marked regularly and consistently, however, comments are not always sufficiently informative to help pupils understand how they may raise their standards of achievement. Assessment procedures for pupils with SEN are good. Annual reports to parents are detailed and informative, and comply with statutory requirements.
- The curriculum is broad, balanced and varied and fulfils the requirements of the NC and religious education. The curriculum for the under-fives meets the requirements of the six areas of learning. The school has adapted schemes of work prepared by the LEA and national agencies in order to meet the schools particular needs, however, the scheme of work in English is incomplete. There is no whole-school planning for the development of

key skills. Provision for homework is satisfactory. The school has begun to develop strategies for personal and social education (PSE). Extra-curricular provision is good. Appropriate provision is made for the pupil for whom the NC is modified.

- The quality of provision for support, guidance and pupils' welfare is good. The school implements its health and safety policy effectively, and arrangements for the supervision of pupils are good. The school has no equal opportunities or child protection policies.
- The provision for pupils with SEN is good and they make good progress in line with targets set in the individual education plans (IEPs).
- Partnership between the school, parents and the community is very good; partnership with other schools and institutions is good. A notable feature is the support given by some governors and parents in renovating the accommodation and providing extra facilities for early years children.
- Links with industry are satisfactory.

Management

- The quality of self-evaluation and planning for improvement is satisfactory. The school development plan (SDP) and self-evaluation report are well-structured documents. Strategies to monitor and evaluate the quality of education to secure further school improvement are planned, however, curriculum co-ordinators and governors are insufficiently involved in a whole-school approach. The school has identified this aspect for development in its present SDP.
- The quality of the school's leadership and management is good. The headteacher provides firm leadership in ensuring a clear direction to the work of the school. The governing body is very supportive of the school. It deals efficiently with the school's finances with support from the LEA, however, it is less well informed about standards of achievement. The school controls its resources appropriately and ensures good value for money.
- The provision of staffing and accommodation is satisfactory, learning resources are good. The number of teachers is satisfactory, but there are inadequate paid learning support assistants (LSAs) to support the teaching and learning and attend to the needs of the large number of children in the early years and Y1 class. The support staff make a significant contribution to the quality of pupils' learning. The school building is well maintained and kept clean and tidy. The KS2 classrooms are cramped for pupils to undertake practical activities, and the spare classroom is under-utilised in the afternoons by KS2 pupils for independent learning and personal research. Constraints of space limit the quality of experiences during acts of collective worship and there is no library facility.

Progress since the last report

- Since the last inspection in 1998, the school has made overall good progress in meeting the targets set in the action plan. Standards have been maintained in the majority of subjects with improvement in standards of achievement in Welsh, science, information technology and religious education. Shortcomings in the quality of teaching have been addressed, standards in Welsh of late entrants have been improved together with the provision of information technology and that of pupils with SEN. Satisfactory progress has been made in developing further the role of curriculum co-ordinators in monitoring and evaluating pupils' work.

Key issues for action

In order to build on its strengths and overall good standards, the school needs to:

- maintain standards in the subjects and aspects judged to be good or very good and raise standards in the subjects and aspects judged to be satisfactory by addressing the shortcomings noted;
- complete the scheme of work in English and plan for whole-school development of key skills in order to raise standards in writing across the curriculum;
- adopt a more rigorous approach to the process of self-evaluation and further develop the role of curriculum co-ordinators in monitoring standards of achievement;
- ensure sufficient paid support staff to cater for the needs of early years children and Y1 pupils;
- devise a policy for child protection and equal opportunities;
- ensure registration of pupils fully complies with Welsh Assembly Government guidelines.

The governing body is responsible for drawing up an action plan within 40 working days (or 45 working days where a translation is necessary) of receiving the report, showing what the school is going to do about the issues. This action plan, or a summary of it, will be circulated to all parents at the school.

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