

REPORT

on the

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

**GLANDŴR PRIMARY SCHOOL
GLANDŴR
HEBRON
HENDY GWYN AR DAF
SIR BENFRO
SA34 0YD**

School Number: 668/2226

Date of Inspection: 24th – 26th Mai 2004

By

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Under Estyn contract number: T/264/03P

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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:

{PRI VAT E }	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 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 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

Glandŵr Primary Community School is a small school situated in the village of Glandŵr, in the centre of the Preseli district. The school was built in 1879 and accepts pupils from the village and the surrounding area including the communities of Hebron and Rhydowen. The nature of the catchment area is rural; it is described by the school as an area which is mainly neither prosperous nor economically disadvantaged and about 25% of the area are fairly prosperous.

The school is designated as a Category A school by the Pembrokeshire LEA. The pupils are taught through the medium of Welsh in key stage (KS) 1 and mainly through the medium of Welsh in KS2. None of the pupils come from a home where the principal language is Welsh.

The school provides education whose ages range from 4-11; there are 36 pupils on the school's register. No pupil come from a multi-ethnic background. About half the pupils have received pre school education. 22% are registered as being entitled to free school meals. There are 13 pupils on the special needs register (SEN) - 36% of the pupils, a percentage higher than county and national averages. No pupil has a statement.

The school is organised traditionally with two classrooms and one multi-purpose room. The present budget allows for 2.4 teachers and two full time assistants. The school has won the Basic Skills Quality Mark for the second time and Investor in People award in 2003. It was last inspected in the autumn term 1998.

The school has a comprehensive set of aims and objectives for developing every pupil educationally and socially, aiming to nurture a close relationship between the school, the home and the local community. The school's Statement Intent states "Our aim is to provide a first class education in a modern, friendly atmosphere and working continually towards ensuring the highest possible educational standards. We will work closely with the community to create conscientious, responsible, bilingual citizens of the future.

The focus of the school for the present academic year is:

- improve the literacy standards throughout the school in order to ensure bilingualism;
- improve the standards in mathematics and science;
- use information and communication technology (ITC) daily in all aspects of the school's work;
- improve underachieving pupils' key skills;
- enrich the pupils personal and social (PSE) educational experience;
- provide a multi-purpose room.

2. MAIN FINDINGS

The main findings of the report

Glandŵr Community Primary School has a number of good features and provides a good standard of education for its pupils. The governing body (GB) is supportive, and the headteacher, with the support of the KS1 teacher, provides clear and caring leadership. The positive ethos, the good standard of teaching, effective team work, quality of self-evaluation and planning for improvement are strengths in the school.

Educational standards achieved by pupils

- Pupils' educational standards were satisfactory or better in all of the lessons that were observed, around seven per cent of which were very good and around 76% 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	Very Good
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Satisfactory
Physical Development	Good
Creative Development	Good

- In Key Stage 1(KS1), and KS2, pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

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

- In KS1, the 2003 NC teacher assessment results were similar to county and national averages in Welsh, mathematics and science, however, the number of pupils attaining level three was below county and national levels in all three subjects.

- In KS2, the 2003 NC assessment results were above county and national averages in Welsh, English, mathematics and science. There has been significant year-on-year improvement in Welsh. The number of pupils attaining level five was above county and national levels in English and mathematics and below in Welsh and science.
- In comparison with schools in Wales with a similar background, results indicate that the school is performing in the top 50% and below the best performing 25% in both key stages.
- 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 listening, speaking and reading in Welsh. In KS2, standards are good in listening, speaking 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 information and communications technology (ICT) are satisfactory in both key stages.

Ethos of the school

- Pupils' moral, social and cultural development is good; their spiritual development is satisfactory. Pupils are given limited opportunities to meditate quietly on a range of experiences. Pupils develop a very 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' behaviour and attitudes to learning are good. There is a happy and organised atmosphere in the school and pupils are courteous and eager to co-operate.
- Pupils' attendance levels are satisfactory. Parents co-operate well by explaining reasons for absences, but the fact that some families take their holidays during the school term is a cause for concern.
- Punctuality of pupils at the start of the day is good.

Quality of Education

- The standard 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 lessons that were observed including around 71% where it was good and about 13% where it was very good.
- Teachers have a very good relationship with pupils and they know the pupils and their backgrounds very well. Teaching is consistently good and sometimes very good in promoting the language development of children under five. Effective techniques are used to develop pupils' bilingual skills in KS2. Peripatetic teachers in music, Welsh and information technology further raise the quality of teaching. Effective use is made of ICT to support teaching in KS2.

- In lessons judged to be less effective, presentations were too long and consequently some pupils were restless, mainly in KS2. In KS1, in practical activities, pupils are sometimes over-directed and consequently they are neither given sufficient opportunities to work independently nor to develop their fine motor skills.
- The quality of assessment, recording and reporting to parents is good. The policy and guidelines for assessment and recording are effective and they are implemented well. Annual reports to parents comply with statutory requirements.
- The curriculum for children under five promotes the Desirable Outcomes for Children's Learning. In KS1 and KS2, a broad, balanced and varied curriculum is provided, which fulfils the requirements of the NC and religious education. The school has adapted a number of schemes of work that have been prepared by the Local Education Authority (LEA) and national agencies. There is limited planning at whole-school level to develop the key skills of writing, application of number and the use of ICT across the curriculum. Provision for homework is satisfactory; extra-curricular provision offered by the school is good.
- The quality of support, guidance and pupil welfare is good. Staff monitor academic progress and personal development effectively. Equal opportunities are provided for pupils in all school activities, regardless of gender. Pupils are supervised appropriately during break times and lunch times.
- Provision for pupils with SEN is good and pupils make consistently good progress in line with targets set in their individual education plans (IEPs).
- There are good links between the school and parents, the community, other schools and organisations. The school receives good support from the school's Parent/Teachers Association (PTA). There is a formal home-school agreement which includes meaningful aims to promote a good relationship. Neither the school's prospectus nor the GB's annual report comply fully with statutory requirements.
- Links with industry are satisfactory.

Management

- The quality of self-evaluation and planning for improvement is very good. The headteacher is pro-active in ensuring that self-evaluation draws on first-hand evidence of the quality of teaching and learning. The school draws upon reviews undertaken regularly by the LEA to identify whole school priorities and targets which provide appropriate challenges for improvement. The school monitors progress made towards achieving its targets; problems are identified early and solved where possible.
- The quality of the school's leadership and management is good. The headteacher gives the staff clear and caring leadership in improving the educational provision and in planning to improve standards of achievement. The new GB is supportive of the school and discharges its statutory obligations effectively. It deals efficiently with the school's finances with support from the LEA. The school controls its resources appropriately and ensures good value for money.

- Overall, the quality of staffing and accommodation is good, learning resources are satisfactory. The school has suitable staff and sufficient rooms for the number of pupils at the school. The support staff and peripatetic staff all make an extensive contribution to the quality of life in the school. The school is not adapted to cater for pupils or staff with physical disability and the indoor toilet facility is inadequate for the number of pupils, with the outdoor toilets at the lower end of the playground having to be utilised.

Progress since the last report

Since the last inspection in 1998, the school has made good progress overall in meeting the targets set in the action plan. Standards have been significantly raised in Welsh, science, information technology, physical education and religious education in KS1 and KS2 and in mathematics, art and music in KS2. Schemes of work fully comply with curriculum 2000, and shortcomings in the quality of teaching and assessment have been addressed. Job descriptions have been issued and agreed with all staff, and policies on pupil welfare are in place. Security systems are in place however, indoor toilets have not been provided.

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 76% where they were good and 7% where they were very good.

- On the whole, standards of achievement of children under five are good. They make very good progress in language, with children, all of whom come from non-Welsh-speaking homes, speaking confidently in Welsh by the time they are five years old. Their progress in personal and social development, mathematical, physical and creative development is good. Their knowledge and understanding of the world are satisfactory. Baseline assessment indicates that attainment on entering the school is average for the vast majority of children.
- In KS1, standards of achievement are good in all the subjects of the NC and religious education apart from design and technology, information technology and geography, where standards are satisfactory. Pupils listen attentively during lessons, they speak and read well in Welsh and write satisfactorily. They handle number confidently with growing understanding however, they under-utilise ICT to support their learning.
- In KS2, standards of achievement are good in all subjects of the NC and religious education apart from design and technology and geography 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 make limited use of dictionaries and a thesaurus to consolidate and develop their spelling. Pupils are confident in handling number and develop a good ability to solve problems mentally. In science, pupils display good skills in their investigative work, work collaboratively and have a good understanding of a fair test. Pupils' mapping skills are underdeveloped in geography.

- In KS1, the 2003 NC teacher assessment results were similar to county and national averages in Welsh, mathematics and science, however, the number of pupils attaining level three was below county and national levels in all three subjects.
- In KS2, the 2003 NC assessment results were above county and national averages in Welsh, English, mathematics and science. There has been significant year-on-year improvement in Welsh. The number of pupils attaining level five was above county and national levels in English and mathematics and below in Welsh and science.
- In comparison with schools in Wales with a similar background, results indicate that the school is performing in the top 50% and below the best performing 25% in both key stages.
- 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 listening, speaking and reading in Welsh. In KS2, standards are good in listening, speaking 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 satisfactory in both key stages.

- In the early years, children acquire very good speaking skills from an early age; they listen attentively to the teacher during lessons and to the learning support assistant (LSA) when supported during role play activities. Their writing and reading skills develop appropriately; they make insufficient use of ICT to support their learning across the curriculum
- In KS1, pupils' listening skills in Welsh develop effectively in circle time and lesson times when ample opportunities are provided for them to listen to the teacher, visitors to the school, their peers, videos and other recorded information. 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 research, investigation and study,

however, the majority of pupils in KS2 do not value reading as a source of information and pleasure.

- Overall, the standard of writing across the curriculum is satisfactory. Pupils write stories, poetry, record information, research and note-take at the top end of KS2. An over-dependence on the use of photocopied worksheets, mainly in the foundation subjects, restricts the amount of independent writing in history, geography and religious education.
- Skills in the application of number are satisfactory. Pupils make progress as they proceed through the school with some particularly effective work in interpreting and data handling in KS2. However, skills in understanding, analysing and interpreting a wide range of statistical evidence, particularly in geography and history, are underdeveloped.
- Pupils' use of ICT is satisfactory. Some of the older KS2 pupils use ICT effectively evident in a mathematics trail and use multi-media and the internet. Insufficient use is made of ICT to record and communicate findings in a range of subjects and they do not use 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' spiritual development is satisfactory; their moral, social and cultural development is good.

- The school meets statutory requirements for collective worship. An appropriate environment is created which is based on Christian values but opportunities for pupils to meditate quietly in these sessions are underdeveloped.
- Pupils have a clear sense of right and wrong and show respect towards adults and school property. Pupils play happily together in the school playground and older pupils show a caring attitude towards the younger pupils.
- The school council provides a way of supporting other pupils with, for example, issues relating to possible bullying.
- In both key stages, pupils know the importance of charitable work and recognise there are many who are less fortunate than themselves. Pupils regularly raise significant sums for local and national charities.
- Pupils in KS1 and Y3 are beginning to understand the differences between people. They understand that there are differences in colour of hair, eyes and skin, some have different languages and accents and that some people have different beliefs. Older pupils have a growing awareness of multicultural issues.

- In KS1 and Y3, pupils have opportunities in activities such as circle time to reflect on everyday life, share feelings and attitudes, discuss and state opinions on a range of moral and social issues. They express feelings about what makes them happy and sad, listen to others and wait their turn to speak.
- In KS2 pupils benefit from working together co-operatively to develop social skills. For example, they work together to help run the school fruit shop; an activity they carry out efficiently and effectively. They are also aware of the need to cut down on waste and the need to recycle.
- The school adopts the County's anti-racist policy and its equal opportunities policy is effectively implemented. Pupils' knowledge of the culture of Wales is very good. They enjoy a variety of cultural activities, mainly through the Urdd. Their awareness of other creeds and cultures is developing well.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are good.

- The school has clear expectations of good behaviour that are well communicated to pupils and parents.
- During the past year, the school has reviewed its policies on behaviour and bullying in response to specific prevailing circumstances and has focused on developing new strategies in its school development plan (SDP). These strategies have involved the school's PSE programme and include circle time sessions and the establishment of a school council. All this is having a positive effect on the quality and management of pupils' behaviour. In particular, the implementation of the suggestions of pupils through the school council ensures that they feel a sense of ownership of school and classroom rules.
- Pupils are courteous and respectful. They carry out school routines effectively and interact sensibly and supportively during playtimes. At times, noise levels are high in the confined dining space.
- In the classrooms, pupils' behaviour and attitudes are generally good and occasionally very good in KS1. The vast majority of pupils have a positive attitude to their work and often approach their lessons with enthusiasm. They concentrate very well, persevere and complete their tasks on time. Pupils collaborate well and support each other in their learning.
- At times, attitudes in KS2 are affected by one or two individuals, when there is a lapse in their concentration and they do not respond well to the teacher. In the past year one pupil has been permanently excluded from the school. The action was an unavoidable necessity that was properly administered after a lengthy period of support and attention.
- The school gives good and effective attention to the monitoring of bullying and discriminatory behaviour. Through the school council, pupils are also effectively involved in the school's promotion of positive and supportive attitudes.

4.3 Attendance

Levels of attendance are satisfactory.

- Whole school average attendance is consistently above 90% and is similar to the figures at the time of the last inspection. Attendance is much affected by family holidays in the summer term and last autumn term and by the necessary dual registration of one pupil at an assessment unit.
- The school has recorded no instances of unauthorised absences. Attendance of early years pupils is high.
- The school's attendance registers comply for the most part with statutory requirements, however, there are some instances when absences due to family holidays during term time in excess of 10 days have been authorised.
- The school does not set itself numerical targets for attendance but promotes good attendance by closely monitoring the attendance of all pupils and maintains good links with pupils' homes. The school's expectations are clearly expressed in its communications with parents.
- Punctuality of pupils at the start of the day is good.

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 13% where it was very good and about 71% 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.
- 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 language skills of the under fives and KS1 pupils, and effective techniques are used to develop pupils' bilingual skills in KS2. Peripatetic teachers in music, Welsh and information technology further raise the quality of teaching.
- 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 teachers' aide are used effectively to ensure that the children have a good range of

experiences and that they are extended in an appropriate manner. Plenary sessions are well utilised to consolidate learning.

- 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.
- Generally, teachers have high expectations, set demanding tasks and match the work to pupils' abilities well.
- Teachers provide a stimulating 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

- In lessons judged to be less effective, presentations were too long and consequently some pupils were restless, mainly in KS2.
- In KS1, pupils are given insufficient opportunity to use ICT to support learning and in practical activities they are sometimes over-directed and consequently they are given insufficient opportunities to work independently.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is good.

- Effective procedures are in place throughout the school for assessment, recording and reporting.
- Information is received from parents and carers on their children prior to their being admitted to school. Children are assessed soon after starting school, and any problems are identified early.
- Baseline assessment is administered during the child's first term in school 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. These assessments track pupils' progress across the school. Teachers keep detailed records of a number of aspects of class work, including pupils' reading experiences.
- Procedures for assessing, recording and reporting the progress of pupils with SEN are good.
- The school has a clear marking policy, however, marking is sometimes insufficiently focussed in showing pupils how to further improve.
- Portfolios of annotated and levelled samples of pupils' work have been prepared in Welsh and English, and partly completed in mathematics, but have not been gathered in other subjects. These help teachers award a level to pupils' work.
- Pupils have some opportunities to assess their attitudes and performance, however, this aspect is underdeveloped.
- Arrangements for reporting to parents are effective and reports include clear comments on their child's progress.

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. Detailed planning in the early years identifies and promotes the key learning outcomes.
- Good quality policies for the curriculum subjects have been prepared; 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.
- There is limited planning at whole-school level to develop the key skills of writing, application of number and the use of ICT across the curriculum.
- Provision for homework is satisfactory; it supports classroom work effectively when set regularly.
- The school has begun to develop strategies for PSE. They effectively ensure inclusive social provision.
- Educational visits and visits by individuals to the school make very important contributions to curriculum development.

- The school places very 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. Competitions linked to Urdd activities, for example, make a good contribution to the school's curriculum.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and pupil welfare is good.

- The school is a secure building with appropriate policies for health and safety. It is a close, friendly community that offers a supportive and caring learning environment.
- Staff monitor academic progress and personal development effectively.
- The LEA policy for child protection is in place and staff are fully aware of its contents.
- Equal opportunities are provided for pupils in all school activities, regardless of gender.
- Pupils are supervised appropriately during break times and lunch times. A reporting system is in place to inform parents of accidents at school. Members of staff are aware of the procedures to follow in instances of accidents. Staff first aid qualifications have not been updated.
- A visiting nurse talks to all pupils about health and hygiene and speaks to Y6 pupils about puberty. PSE is promoted as part of the daily routines in school. Sex education is dealt with informally in science lessons and other curricular areas.
- Fire drills are held regularly.

5.5 Provision for pupils with special educational needs (SEN)

The quality of provision for pupils with SEN is good; pupils make consistently good progress.

- All staff have a good understanding of the needs of pupils with SEN, including able pupils, and are aware of their role in meeting their needs. Procedures for SEN comply with the SEN Code of Practice (CoP). The nominated link governor is aware of procedures and provides good support.
- At present, there are 13 pupils on the SEN register, 12 of whom are on school action plus. There are no statemented pupils.
- The school has successfully accessed 'banded LEA funding' to provide additional support. The school uses this money to provide additional adult support, including one-to-one support and specialist speech and language therapy.

- The school provides a good range of appropriate resources to support the needs of pupils who have full access to the NC; they make consistently good progress.
- Appropriate individual educational plans (IEPs) for pupils are drawn up by the SEN co-ordinator (SENCO) in co-operation with other staff and shared with the pupils and parents. The views and opinions of the pupils are obtained through discussion. The IEPs are reviewed at regular intervals.
- The school has good links with outside agencies; good use is made of the available expertise.
- The school is not adapted to cater for pupils or staff with physical disability.

5.6 Partnership with parents and community, schools and other institutions

Partnership with parents and community, schools and other institutions is good.

- In the pre-inspection meeting and parent questionnaires, the great majority of parents, with very few exceptions, expressed satisfaction with the relationship between the school and home and the quality of communication.
- Parents are generally well informed by regular letters about school events and administrative arrangements. Some parents expressed a desire to know more about what is taught each term. Parents have two opportunities annually to meet teachers and speak about their child's progress but teachers are also readily available for discussion at the start and end of the school day.
- Parents of children in the early years receive copies of the prospectus, and the school makes available information pamphlets from various education agencies, but the school does not make any specific information available for this age group.
- The school prospectus is an attractively presented and easily read document but lacks some items statutorily required. Also, the governing body's annual report for parents does not meet fully the recommendations of the Welsh Assembly Government (WAG). The home-school agreement meets statutory requirements.
- The school welcomes parents' involvement in the life and work of the school. In response, parents make good contributions in a variety of ways either as individuals or through the PTA. Some parents with particular expertise have led useful workshops with pupils in art. Many help with the production of story sacks and others have contributed to the attractive appearance of the school grounds. The school is interested in parents' views and have consulted them by questionnaire.
- The school is an important element of the local community and pupils contribute to local events and festivals. The school uses the locality as a useful resource in pupils' learning, for example, with good emphasis on local history. They welcome members of the community to speak to pupils, for example, in history and religious education.

- The school has good and effective relationships with other schools. There is a close partnership with another primary school with the respective headteachers being members of each other's governing body. There is very useful co-operation between staff in INSET programmes and in the formulation of subject policies and schemes of work. They also exchange learning resources with each other. Transfer arrangements with the two comprehensive schools available to Y6 pupils are effective. There is a very well organised bridging programme with the Welsh medium comprehensive that focuses on the co-ordination of approaches to the teaching of the core subjects and raising standards.
- There is a formal and useful partnership with a teacher training institution, and the school regularly receives students on placements. Currently, a student teacher regularly visits and gives good support in the teaching of ICT. There are links with tertiary colleges, and childcare students are placed in the school for training experience.

5.7 Partnership with industry

Partnership with industry is satisfactory.

- The school maintains a small range of links with industry and commerce that contributes to pupils' understanding of the world of work and enhances their learning in some subjects. In its current SDP, there is a focus on the need to develop this aspect further.
- The school's healthy eating programme is supported by a link with a local organic food supplier. Pupils' involvement in the programme is confined to the daily selling of items but there are plans for developing this further into an understanding of business practice and using their key skills.
- Pupils' work in art is enhanced through visits by professional artists and visits to local studios, including pottery studios.
- In past years, pupils have benefited from visits to a local farm and a wind farm when they were introduced to issues of sustainability.
- The school communicates with agencies such as Education Business Partnership (EBP) and Careers Wales. The headteacher is benefiting from involvement in a management partnership sponsored by Careers Wales. In past years, older pupils learned about commerce from attendance at an enterprise day, also organised by Careers Wales.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement are very good.

- Governors have a good understanding of the strengths and weaknesses of the school. Members of staff are aware of their strengths and weaknesses and work hard to improve their skills and methods of working in order to raise the standards of pupils' achievements.

- The headteacher is pro-active in ensuring that self-evaluation draws on first-hand evidence of the quality of teaching and learning.
- The school has very effective strategies for assessing and evaluating pupils' standards of achievement. Detailed analysis is carried out of each pupil's assessment and test results, including NC assessments at the end of KS1 and KS2.
- National and local data are used to compare aspects of the school's performance against that of other schools.
- The school draws upon reviews undertaken regularly by the LEA to identify whole school priorities and targets which provide appropriate challenges for improvement, supported by very well resourced strategies with specified and realistic timescales. The realistic targets are included in the SDP as a result of the on-going self-evaluation process.
- The school monitors progress made towards achieving its targets; problems are identified early and solved where possible. Since the last inspection, standards of achievement have significantly improved in Welsh and information technology in both key stages and in most other subjects in KS2.

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 caring 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 teaches the Y4/Y5/Y6 class for four days each week and a part-time teacher is employed to teach the class for the other day. During this time the head undertakes administrative work, and monitors the quality of teaching and standards of pupils' work.
- The staff share subject responsibilities and work closely with others, including the LEA advisor, on curriculum development. Resources are effectively managed, standards are monitored and discussions are held to designate areas for development and for staff training needs.
- The governing body is supportive of the head and the school. A number of governors are newly appointed and are beginning to develop an awareness of their duties and responsibilities. Formal links to monitor curricular provision and standards of achievement have been identified in some subject areas.
- The school has a mainly delegated budget, which is administered by the LEA. The financial support officer provides effective advice and support. The full committee of the

GB monitors expenditure and sets the budget. The school manages its resources appropriately.

- The local authority conducted an audit of the school's finances in 2003; recommendations for improvement have been addressed.
- The school functions effectively on a day-to-day basis and provides good value for money.
- Apart from some minor omissions in the school prospectus and governors report to parents, the school complies with statutory requirements and pays attention to WAG guidelines.

6.3 Staffing, accommodation and learning resources

Staffing and accommodation are good, learning resources are satisfactory.

- All staff have appropriate job descriptions which are agreed with the headteacher. The LSAs are well trained and together with peripatetic staff, make an extensive contribution to the quality of life in the school.
- Other support staff are appropriately deployed and each one plays an important part in the daily routines at the school including the lunch time supervisor and dinner lady who know the individual likes and dislikes of the pupils. The school is kept clean and tidy by the cleaner/caretaker.
- The three main teaching areas provide adequate space for the number of pupils. The classroom displays are bright and cheerful and enhance the learning environment for the pupils. Sometimes, the noise from practical activities such as music affects the learning of pupils in the adjacent rooms.
- The KS2 classroom is set up with an interactive whiteboard which is widely used by the staff and older pupils.
- The indoor toilet facility is inadequate for the number of pupils and staff. Outdoor toilets at the lower end of the playground have to be utilised.
- The outdoor environment provides a safe play area for the pupils. The grassed and the garden areas are well planned and maintained and provide an interesting, secure and safe place for the pupils to explore and use.
- The school is satisfactorily resourced to meet the requirements of the NC. The school uses the LEA's services to borrow artefacts to support their project work in history. Story sacks are well utilised to support pupils' literacy skills in KS1, however, computers are under-utilised to support teaching and learning. Storage space is satisfactory.

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 following their fourth birthday. There are four reception age children in the school, all of whom come from non-Welsh speaking homes. They share the class with KS1 and Y3 pupils and they receive part-time support from a full-time LSA. Baseline assessment results indicate that children's attainment on entry to school is average.

Language development, literacy and communication

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

Good features

- 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, and 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, respond to and remember songs, nursery rhymes, poems and rhymes in order to develop vocabulary and reinforce their oral skills. They use story sacks effectively to supplement their learning.

Shortcomings

There are no major shortcomings.

Mathematical development

Children's mathematical development is good.

Good features

- Children recognise numbers to 10 and they form numbers correctly in their early records. They recognise simple shapes and they have a developing knowledge of the mathematics of money as they buy and sell in the class shop. They use mathematical language in relevant contexts such as shape, place, quantity and sum. They 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 good.

Good features

- Children play well together and they are willing to share and take their turn. They respect the teacher and the teacher's aide and display care and a fondness towards other children and adults. They begin to take responsibility for personal cleanliness and display increasing confidence in seeking help when needed. They use and treat learning resources with respect.

Shortcomings

There are no major shortcomings.

Knowledge and understanding of the world

Children's knowledge and understanding of the world are satisfactory.

Good features

- Children begin to understand the order of the days of the week, the times of day and the seasons of the year and their characteristics. They understand that people's lifestyle can change with the passage of time.

Shortcomings

- Children have limited understanding of some types of workers from characteristics of their work.
- A minority of children display limited skills in the use of information technology to begin to understand decision making and problem solving.

Creative development

Children's creative development is good.

Good features

- 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 good.

Good features

- Children handle small apparatus such as painting equipment, pencils and scissors, confidently. They use large apparatus with increasing ability in order to develop their pushing, pulling, climbing and sliding skills.

Shortcomings

There are no major shortcomings.

Welsh

Standards of achievement are good in KS1 and KS2.

Good features

- In both key stages, pupils listen attentively to stories, songs and presentations by teachers.
- Pupils in both key stages express themselves orally in a confident manner and they hold a discussion and express opinions articulately and with increasing correctness. Pupils participate in morning assemblies with articulate contributions of readings and prayers. They are very ready to hold an intelligent conversation informally with their fellow pupils, teachers and strangers. They are able to discuss logically and clearly when working in pairs. Able Y6 pupils display very good oral skills when speaking in formal situations.
- Standards of reading are good in KS1; they read correctly, with increasing fluency and understanding and convey meaning clearly with appropriate intonation and in accordance with the guidance given by the punctuation.
- In KS2, reading standards are good. They read their own work and other printed resources aloud with comparative confidence. Pupils discuss stories and express opinions rationally about types of stories and the style of a book.
- In KS1, pupils display a good range of writing including letters, stories, dialogues and news. They punctuate and mutate with increasing accuracy and present their written work clearly and neatly.
- In KS2, they write extracts for different purposes using punctuation and mutations appropriately. Their spelling skills are developing appropriately and they have a good knowledge of nouns, adjectives and verb-nouns. Pupils show their ability to take notes

about the Sea Empress disaster and then use these notes to write a newspaper report, which they share with their peers.

Shortcomings

- There are no major shortcomings but in both key stages pupils do not draft and re-draft their written work using ICT and KS2 pupils display limited skills in the use of dictionaries to check their spelling.

English

In line with the language policy of the LEA for Category A schools, English is not introduced formally until KS2. Standards of achievement are good in KS2.

Good features

- In KS2, speaking and listening skills are good. Pupils talk readily and confidently, and the majority display a good command of the language. Pupils develop their speaking skills well when confidently discussing and expressing opinions about their projects, interests and hobbies.
- KS2 pupils' reading skills are developing well; they select from a range of books which are colour coded, and are readily available in the classrooms. Pupils keep a record of books read, and book reviews are also kept. Pupils benefit from reading a range of material, including the work of Roald Dahl. Pupils recommend books to others using a five star grading system.
- Skills in information gathering are used, with some good examples of work by older KS2 pupils. A range of dictionaries is available throughout the school and a minority of pupils occasionally refer to them to check spelling.
- Pupils throughout KS2 show progress in a range of writing styles. In Y3, pupils write stories, poetry, instructions, descriptive passages, use basic punctuation properly and understand the meaning of and use of verbs, prepositions, nouns, alphabetical ordering and sequencing.
- In Y4, Y5 and Y6, pupils develop their writing skills well and make good progress. They write for a variety of purposes including, letters, note taking, reports, recipes and poetry, and use suitable writing techniques to express feelings and opinions. They write about and compare characters in a story. They write facts about an author and write book reviews confidently.
- Pupils present their work neatly and practise handwriting skills.
- Appropriate support is available for pupils who have been identified as requiring extra help. Resources such as the Programme of Phoneme Awareness Training (POPAT) and the Stile Literacy Programme are used successfully for pupils with SEN.

Shortcomings

- There are no major shortcomings however, pupils' ICT skills in drafting and redrafting written work are underdeveloped and the majority of pupils display limited skills in using dictionaries to check their spelling.
- The majority of pupils in KS2 do not value reading as a source of information and pleasure.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils develop a good mathematical vocabulary across both key stages.
- In KS1, pupils attain good standards in their understanding of number and the value of money. They add and subtract correctly and count forwards and back in differently sized steps. Across the key stage, they solve simple problems in number and money very effectively.
- KS1 pupils develop a good grasp of the two, five and 10 times tables and they respond quickly in mental tasks.
- Pupils in KS1 sort objects according to size and shape effectively. They weigh different objects accurately and measure carefully using centimetres.
- Across KS1, pupils recognise simple two and three-dimensional shapes and their properties. Their skills in creating simple graphs to record a variety of information are good.
- By the end of KS1, pupils develop a good understanding of halves and quarters.
- Across KS2, pupils have a good understanding of number and money and have a firm command of length, weight and volume.
- At appropriate levels, KS2 pupils' mental skills are good. They discuss a variety of facts that belong to different numbers and do so very confidently, including recognising the place value of different digits.
- Pupils at the lower end of KS2 display a good understanding of fractions. By the end of the key stage, they display a good understanding of the connection between fractions, percentages and decimals.
- Across KS2, pupils' understanding of angles is satisfactory. They measure the surface of different shapes effectively and they have a good grasp of two and three-dimensional

shapes and their properties. They discuss positive and negative numbers well in their work on temperature.

- By the end of KS2, pupils display good research skills; they record and discuss data and make graphs to present findings effectively and make good use of their ICT skills.

Shortcomings

- There are no significant shortcomings, however, KS1 pupils have limited skills in using ICT to collect, record and interpret data and display limited knowledge of time.
- In KS2, pupils' vocabulary of aspects of shape is limited

Science

Standards of achievement are good in KS1 and KS2.

Good features

- In both key stages, pupils make good progress in their knowledge and understanding of the programmes of study for life processes and living things, materials and their properties and physical processes. They record and collect data and results in the form of tables and charts.
- Pupils in KS1 have a good understanding of the needs of living things. They know that plants need light and water to grow and how seeds are dispersed.
- In KS1, pupils understand that light comes from different sources. They make effective simple circuits with batteries, switches and bulbs and are aware of the dangers of electricity. They study the life cycle of the frog and have good understanding and knowledge of the seasons, the sun, moon and stars.
- In KS2, pupils build effectively on the work in KS1. They predict results sensibly and understand the importance of a fair test.
- Pupils in both key stages are aware of the importance of keeping healthy and of eating a balanced diet.
- In their study of light, Y3 and Y4 pupils investigate the reflection of images and the different sources of light. They accurately describe and classify materials according to their appearance and texture. They conduct experiments on weather patterns and temperature changes, and record temperatures accurately on a class chart. They successfully carry out experiments to separate solids and liquids.
- Pupils in KS2 develop their understanding of sound through investigating the way it travels. They experience a 'sensory walk'. They create simple electrical circuits using bulbs and switches, study electrical goods and are well aware of the dangers of electricity, which they incorporate into their design technology tasks.

- Pupils in Y5 and Y6 understand that when handling materials some changes are reversible and others are not; they undertake an in-depth study of the effect of temperature on materials. Pupils successfully carry out experiments to discover the optimum growing conditions for plants and seeds.
- In Y5 and Y6, pupils investigate how light and sound travels. They study the planets and have a good understanding of the difference between solids, liquids and gases.

Shortcomings

There are no major shortcomings.

Design and technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils in both key stages have a developing understanding of the need to design products. In KS2, they discuss and explain their ideas with growing confidence.
- In KS1, pupils mark, cut out and shape materials satisfactorily. They assemble them and use suitable finishing techniques.
- Pupils in KS1 have a satisfactory knowledge of the behaviour of different materials, for example, their strength and flexibility. In previous work, they display good skills when making puppets.
- In food technology, KS1 pupils carefully taste and analyse a range of sandwich fillings and gladly identify their preferred filling when planning a party for Wil Cwac Cwac.
- KS1 and lower KS2 pupils use LOGO with developing confidence to write simple commands.
- KS2 pupils undertake a tasting session to identify their favourite cake, taking into consideration taste, colour and smell. They carefully record their findings and plan to use them when making cakes for the school's summer fair.
- In previous work, KS2 pupils display satisfactory skills when making sandals, simple mechanisms and work on pneumatics.

Shortcomings

- In both key stages pupils display limited skills in using ICT to design products.
- In KS2 pupils' skills in evaluating their design ideas as they develop are underdeveloped.

- Completed artefacts do not show sufficient progression as pupils move up the school.

Information technology

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

Good features

- In KS1, pupils demonstrate satisfactory progress in using their keyboard skills. They word process with developing accuracy and use an art package effectively to illustrate their stories.
- In Y2, pupils make satisfactory use of their word processing skills to enhance their writing. With support from their teacher, pupils enter and save work for future use.
- Throughout KS2, pupils build significantly on their earlier experiences and, according to age, demonstrate a good variety of keyboard skills. They use the mouse and vary the size of fonts effectively in their work. Their word processing skills are well developed by the end of the key stage.
- Older KS2 pupils display good skills in classifying and preparing information for processing using ICT, producing a satisfactory range of good quality graphs.
- Pupils in Y5/Y6 develop appropriate skills in designing the layouts to display information; they effectively establish a Powerpoint presentation in relation to a mathematics trail for younger pupils, making good use of the digital camera.
- KS2 pupils confidently search the internet and access CD-ROMs for information to support their investigations and e-mail a local school.
- Older KS2 pupils use equipment and software to communicate and exchange ideas and information in a variety of forms evident in their creation of a good quality poster and information sheets.

Shortcomings

- In communicating and handling information, pupils in KS1 display limited skills in using ICT equipment to enter and store information and in using prepared databases to display the information in the form of charts or graphs.

History

Standards of achievement are good in KS1 and KS2.

Good features

- Across both key stages, at levels appropriate to their age and ability, pupils develop an appropriate historical vocabulary.

- KS1 pupils' awareness of the past is developing effectively by listening to stories about famous individuals including St David, Susan Rees and Guy Fawkes.
- In KS1, pupils draw appropriate comparisons with the present by looking at pictures. They display a good understanding of the difference between customs and traditions then and now on a visit to the beach.
- KS1 pupils effectively discuss homes during the Age of the Celts on the basis of a visit to Castell Henllys.
- After a visit to Scolton Manor, KS1 pupils make effective use of pictures appertaining to the visit, to make appropriate observations about different rooms.
- In KS2, Y4 pupils have good knowledge of life on a farm then and now. They prepare a detailed questionnaire prior to their visit to Trehenry farm, write detailed notes of their visit and ask pertinent questions to the farmer on his visit to the school.
- KS2 pupils' work on social history during the Second World War is of a good standard. They display good awareness and make good use of the different types of sources including artefacts, photographs, newspapers and a range of other documentary evidence.
- KS2 pupils have a good understanding and knowledge of life in Victorian times. They undertake a detailed study of life in a Victorian school linked to their study of a novel by Daniel Owen. They role play and act parts of the novel in conjunction with a visiting author. An interesting element of their work is the very effective use they make of a school log book as a part of their study of illnesses and diseases in Victorian times.

Shortcomings

- There are no major shortcomings, but pupils' awareness and understanding of chronology in KS1 and KS2 is underdeveloped; they make very limited use of time lines.

Geography

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils in KS1 have satisfactory knowledge of their own area. They name the different kinds of shops and facilities in the wider locality and surrounding villages. They know about the people who help in the community and in school.
- In their study of a contrasting area, pupils in KS1 follow the story of 'Jaci' and show an understanding of the basic similarities and differences between the features in their locality and those of 'Jaci' who lives in Cardiff. Pupils also study different homes from around the world, for example, by following the diary of 'Kabo' from Botswana.

- Pupils in KS1 display satisfactory mapping skills when drawing pictures of their journey to and from school and draw simple plans of the classroom and playground. They identify and locate the position of simple features in these areas.
- KS1 pupils locate Glandŵr on a map of Pembrokeshire. Older pupils identify the major towns and rivers of Wales and locate Wales on maps of the United Kingdom and Europe.
- Pupils in Y4, Y5 and Y6 study the geography of a developing area in India. They study daily life there and demonstrate good understanding of land use and how people manage their environment.
- KS2 pupils study maps of their local area, Pembrokeshire, Wales, the United Kingdom and Europe. Their basic mapping skills develop satisfactorily as they study symbols on a map of the school grounds, and identify major towns, rivers and different roads in the area. They locate geographical land use features and symbols using a simple grid.
- Pupils in KS2 speak confidently about their local area. They study the rivers of Wales and carry out an in depth study of the journey of a river. They have a developing understanding of the local economy.
- Pupils across both key stages develop a good understanding of and are aware of the importance of sustainable development and of environmental issues through their study of major disasters such as The Sea Empress oil tanker disaster off the coast of Pembroke.
- Pupils are aware of the importance of farming and of growing crops for food. A visit to a local farm enables the older KS2 pupils to explore the daily work and routines of a local farmer.

Shortcomings

- In both key stages, pupils' mapping skills are underdeveloped.
- Pupils in both key stages display limited skills in comparing and contrasting the features of a less economically developed country with that of their own.

Art

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils develop good skills when mixing paint and develop an appropriate awareness of the range of colours and shades they can produce.
- Across KS1, pupils use a range of media and techniques when creating a variety of pictures. They use paint, crayon, felt-tipped pens, tissue paper, coloured foil paper and pencils to create appropriate effects.

- Pupils in KS1 develop a good understanding of colour and pattern as they create colourful repetitive patterns using a variety of printing techniques. They create self-portraits, depict favourite characters and favourite books. They try to ensure that relevant tones and shades of colour are used.
- In KS2, pupils build on the skills and experiences gained in KS1 and effectively use an even wider range of media including pencils of differing hardness, charcoal, and different inks and printing inks.
- In KS2 pupils paint landscapes and are able to show perspective. They show a good understanding of shading techniques in their black and white pencil drawings of still life subjects and of characters copied from Roald Dahl books.
- Pupils in KS2 produce good observational drawings, different printing techniques including mono and block printing to create intricate patterns.
- KS2 pupils develop their skills by studying the work of local artists and by visiting local studios. Pupils also benefit from working with visiting artists on whole school projects including murals, collage work and tile mosaics.
- Pupils in both key stages study the works of famous artists and emulate effectively the work of Claude Monet.
- Pupils across both key stages use computer paint programs, with older KS2 pupils creating good digital effects with the use of computer software. They display their artistic skills in other subjects across the curriculum such as in illustrations for science and drawing characters for stories and signing and creating patterns on plates.

Shortcomings

- There are no major shortcomings, however, pupils' awareness of art from other cultures is less well developed.

Music

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils' skills in performing are good in both key stages. Throughout the school they have good opportunities to perform vocally and instrumentally. Pupils demonstrate the importance of waiting for their cue when performing.
- Pupils in KS1 recall the tunes and words of a number of songs, including fun songs, hymns and prayers. They sing tunefully and enunciate clearly.
- In KS1, pupils develop a good awareness of rhythm and keep a steady beat when clapping patterns. When singing a simple folk song, they show a good understanding of melody

and repetition and keep time effectively. They identify change of pitch correctly as they listen to high and low sounds. They understand the importance of listening to each other.

- Pupils in both key stages listen intently and interpret music well as they listen to a selection of music from 'Adiamus' by the Welsh composer Karl Jenkins. The majority of pupils express their feelings about the pieces of music clearly and concisely.
- Pupils in KS2 sing tunefully and display good singing skills as they perform a number of songs, some of which are in two-part harmony.
- Older KS2 pupils display good skills when playing the recorders to accompany pupils singing.
- A number of KS2 pupils take advantage of music lessons given by peripatetic teachers and demonstrate good standards of achievement on the cello, violin, clarinet and trumpet; they play group pieces effectively.
- Some of the more able KS2 pupils have a good range of musical terminology and understand minims, semi breves, crochets and quavers.
- When composing pieces for their instruments, KS2 pupils develop a good understanding of the requirements of simple repetitions and sequence.

Shortcomings

There are no major shortcomings.

Physical education

Standards of achievement are good in KS1 and KS2.

The school makes good use of indoor facilities at the leisure centre and school hall at Crymch for swimming, gymnastics and dance.

Good features

- In both key stages, pupils change suitably and listen attentively to instructions. Pupils understand the benefits of warm up and cool down activities prior to and following energetic activities.
- Pupils in KS1 develop good spatial awareness. They are enthusiastic, work hard to improve their performance and are aware of safety procedures associated with a compact area.
- In games activities, KS1 pupils understand the benefits of exercise on the body. They display good skills in throwing, passing and catching a ball when working in pairs.

- In KS2, pupils significantly develop their ball skills of passing, dribbling, directing and throwing a ball. They take turns and are pleased to demonstrate their good levels of skill.
- In KS2, Y3 pupils develop a good sense of spatial awareness when performing on the schoolyard. They demonstrate good body control, good evasive skills and quality movements. They work hard and enthusiastically when undertaking their activities, and listen to instructions given by the teacher.
- KS2 pupils participate in a range of games and relays that involve development of movement, ball skills, decision making and spatial awareness. They observe the conventions of fair play and good sporting behaviour as team members.
- Pupils in KS2 regularly engage in a number of sporting activities at local and area level enabling pupils to gain team honours. Equal opportunities are given to both sexes to play team games.
- In outdoor and adventurous activities, KS2 pupils undertake residential visits where they participate in a range of outdoor skills including orienteering. They use their ICT skills effectively and collaborate well when setting up a problem-solving trail in the school grounds.
- A comprehensive programme of swimming is undertaken in both key stages and, by the end of Y6, the school reports that almost all pupils are competent swimmers.

Shortcomings

- There are no major shortcomings however, KS1 pupils' skills in evaluating their performance and that of others are underdeveloped.

Religious education

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in both key stages develop a good understanding of the importance of caring and good relationships. Older pupils relate well with peers and help the younger pupils throughout the school.
- Pupils write simple Christian prayers and participate in the daily act of worship with readings, songs and prayers.
- In KS2, pupils learn about baptism and discuss at length the importance of water and the sign of the cross in the Christian ceremony. They make reference to and think about customs in other religions such as the Muslim and Jewish faiths.

- Pupils in both key stages have a good knowledge of a range of Bible stories from the Old and New Testaments. They have a good knowledge of some of the followers of Jesus and develop a good knowledge of Christian festivals.
- Pupils' knowledge of other faiths in both key stages is developing effectively as they focus on Hare Krishna and the Hindu religion. Pupils are aware of other religions, and the school takes advantage of links with parents and visitors to the school who provide support in developing pupils' understanding of other religions and cultures.
- Pupils in KS2 talk confidently about their experiences of visiting speakers to the school. Pupils reflect on the awe and wonder of God's work.
- Pupils study the importance of light and darkness and what both represent. They understand the importance of light, lamps and candles in religious ceremonies, including the study of Diwali.

Shortcomings

There are no major shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

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

- **improve pupils' standards of achievement in information technology in both key stages and in Welsh in KS2;**
- **address shortcomings in subjects in which pupils achieve satisfactory standards;**
- **draw up a whole school curriculum plan to ensure continuity and progress in the experiences offered to pupils;**
- **complete whole school schemes of work within a designated timescale;**
- **address shortcomings identified in the teaching and some aspects of assessment, recording and reporting to parents;**
- **provide all members of school staff with job descriptions;**
- **provide policies on child protection and drug awareness;**
- **place security systems on school entrances;**
- **provide indoor toilets.**

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

- INSET training was undertaken by teachers, extra IT resources were purchased and a part-time specialist teaching support is temporarily employed. In this inspection it is judged that good progress has been made with standards deemed to be satisfactory in KS1 and good in KS2.
- INSET training was undertaken by teachers, planning for the development of pupils' oral skills from an early age was undertaken, authors were invited to work with pupils, targets were set for individual pupils and extra resources were purchased. In this inspection it is judged that very good progress has been made year-on year resulting in standards of achievement in Welsh being above county and national averages.
- Further INSET was undertaken, all schemes of work were reviewed and extra resources purchased. With the exception of geography and design technology in both key stages and information technology in KS1, standards are now deemed to be good in all subjects.
- Since the last inspection, a whole school curriculum plan was drawn up to ensure continuity and progress in the experiences offered to pupils and continues to be a focus for development. In this inspection it is judged that good progress has been made, however, there is limited planning at whole-school level to develop the key skills of writing, application of number and the use of ICT across the curriculum.
- The school has adapted schemes of work prepared by the LEA and national agencies in order to meet its own needs. In this inspection it is deemed that the schemes of work fully comply with NC 2000.
- Teachers undertook INSET and worked with the LEA advisor and advisory teachers across a range of subjects. Planning of lessons was improved and teacher expectations were raised to ensure sufficient challenge for pupils. The quality of teaching was monitored with feedback given to individual teachers. In this inspection it is judged that good progress has been made, resulting in the quality of teaching being a strength of the school.
- A new assessment policy was drawn up, assessment procedures were identified in short-term plans and subject portfolios were gathered to compare levels of pupils' work. Individual targets were set for pupils. In this inspection it is judged that good progress has been made, however, opportunities for pupils to assess their attitudes and performance are underdeveloped. The school has a clear marking policy, however, marking is sometimes insufficiently focussed in showing pupils how to further improve.
- All members of school staff were issued with appropriate job descriptions which clearly outlined their roles and responsibilities. In this inspection it is judged that very good progress has been made with all documentation up-dated.
- LEA policies relating to pupil welfare were utilised. In this inspection it is judged that child protection procedures are now well established and a PSE programme is well planned to ensure pupils are aware of drugs and their misuse.

- Keypad entry locks were fitted on all external doors and a safety chain was fixed on the main school gate. In this inspection it is judged that security systems for the main school building are in place however, pupils have to leave the main building when visiting the outdoor toilets.
- The outdoor toilets continue to be used and the existing indoor toilets are inadequate for the number of pupils. In this inspection it is judged that very limited progress has been made and the provision of indoor toilets remains an issue for attention.

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 and raise standards in the subjects and aspects judged to be satisfactory by addressing the shortcomings noted;
- plan for whole-school development of key skills in order to raise standards in writing, the application of number and the use of ICT across the curriculum;
- comply fully with WAG Circular 14/01 and 15/01 in respect of the school prospectus and the GB's annual report to parents;
- provide indoor toilets.

APPENDIX

A. Basic information about the school

Name of School	Glandŵr Community Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Glandŵr Hebron Whitland
Post-Code	SA34 0YD
Telephone Number	01994 419314

Acting Headteacher	Mrs Eluned Lewis
Date of appointment	September 2001
Chair of Governors/ Appropriate Authority	Mr Dewi Bowen
Registered Inspector	Mr Jeffrey Harries
Dates of inspection	24-26 th May 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	0	4	3	4	5	6	4	10	36

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil : adult (fte) ratio in nursery classes	N/A:1
Pupil : adult (fte) ratio in special classes	N/A:1
Average class size, excluding nursery and special classes	18
Teacher (fte) : class ratio	1.3:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	88.60	92.45	91.80	91.40
Term 2	99.08	94.86	90.10	92.25
Term 3	93.96	95.30	94.26	94.57

Number of pupils excluded during 12 months prior to inspection.	1
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C. Results of National Curriculum assessments and public examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003	Number of pupils in Y2: 5
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:	80	In Wales	80

NATIONAL CURRICULUM ASSESSMENT RESULTS

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003	Number of pupils in Y6: 5
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	86.6	In the school:	86.6
In Wales:	71	In Wales:	71

D. 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 head and staff, the governing body and nine parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the nine completed questionnaires were analysed and the inspection team took note of the results; 98% 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 31 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 life and work 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 head, staff and the governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr J Harries	RgI	The school and its priorities; Main findings; Standards of achievement; Quality of teaching; Curriculum; Quality of self-evaluation and planning for improvement. Leadership and efficiency; Key issues for action.	early years; Welsh; mathematics; design and technology; information technology; history; physical education.
Mr E James	Lay	Attendance; Behaviour and attitudes; Partnership with parents and community, schools and other institutions; Partnership with industry.	
Mr T Williams	Team	Standards achieved in key skills across the curriculum; Pupils' spiritual, moral, social and cultural development; Assessment, recording and reporting; Support, guidance and pupils' welfare; Provision for pupils with SEN; Staffing, accommodation and learning resources. Progress since the last inspection;	English; science; geography. music; art; religious education.

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