

**REPORT**  
**on the**  
**INSPECTION UNDER SECTION 10 OF**  
**THE SCHOOL INSPECTION ACT 1996**

**YSGOL JOHN VAUGHAN**  
**LLANGYNOG**  
**CARMARTHEN**  
**CARMARTHENSHIRE**  
**SA33 5BT**

School Number: 669/3025

Date of Inspection: 25 – 27 February 2004

**By**

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Under Estyn contract number: T/123/03P

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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**

John Vaughan VC primary school is located in the village of Llangynog about eight miles from the town of Carmarthen. It serves the village of Llangynog and the surrounding rural community. The school is placed in category “A” of the Local Education Authority’s (LEA) language policy. In KS1, the pupils are educated through the medium of Welsh and mainly so in KS2; the aim is to ensure that pupils are fully bilingual by the end of KS2. Approximately eight per cent of the pupils come from homes where Welsh is the predominant language spoken at home; around 24% speak Welsh as a first language or to an equivalent standard. The school considers the area from which the pupils are drawn is neither prosperous nor economically disadvantaged.

The school is a Church in Wales Voluntary Controlled Primary School which has over the years maintained its links with the Parish Church. The life of the school is underpinned by Christian values which respect education as the pursuit of truth with each individual given equal status. The vicar visits the school and takes collective worship on a regular basis.

Education is provided for pupils between the ages of three and 11. There are 28 on roll around half as many as during the last inspection in 1998. There are no pupils from a multi-ethnic background. The majority of pupils have received pre-school education. Around four per cent of the pupils are entitled to free school meals. There are eight pupils on the Special Educational Needs (SEN) register, none of whom carry statements.

The school, established in 1705 as a charity school, houses a KS2 classroom, a multi purpose classroom and a dining area. The early years children and KS1 pupils are taught in a demountable classroom. The school is surrounded by an outdoor hard and grassed play area together with an adjoining field and an area for scientific enquiry. The school gained the Basic Skills Quality Mark in April 2003.

It is the aim of the school to create a happy and caring environment where pupils and staff can feel happy and safe, to develop pupils’ literacy and numeracy skills and to foster pupils’ learning both physically, spiritually and morally, so that they achieve their full potential.

The priorities for the present academic year are to:

- further develop pupils’ literacy and numeracy skills;
- further develop ICT provision and pupils’ ICT skills;
- plan for the development of personal and social education (PSE);
- produce a long term plan for acts of collective worship;
- improve the condition of the hard surfaced play area;
- review and update some policies and schemes of work;
- ensure appropriate training for staff development.

## 2. MAIN FINDINGS

### The main findings of the report

Ysgol John Vaughan provides a happy and caring environment. The staff work conscientiously ensuring the clear values of the school, especially respect for individuals and their achievements; these have a positive effect on pupils resulting in good standards in the majority of National Curriculum (NC) subjects and religious education. This is a significant improvement since the last inspection, although oral skills in Welsh across the curriculum are unsatisfactory in KS2.

### Educational standards achieved by pupils

- Pupils' standards of achievement in the school were satisfactory or better in all 30 lessons observed of which around 75% were good.
- The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Satisfactory
Creative development	Good

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

Subject	KS1	KS2
Welsh	Good	Satisfactory
English	---	Satisfactory
Mathematics	Good	Good
Science	Good	Good
Design and technology	Good	Good
Information technology	Good	Satisfactory
History	Good	Good
Geography	Satisfactory	Good
Art	Good	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	No judgement	No judgement
Religious education	Good	Good

- Standards in the key skills across the curriculum are variable. Pupils' listening skills are good in English and Welsh in both key stages. In KS1, speaking, reading and writing skills are good in Welsh. In KS2, speaking skills are satisfactory in English but

unsatisfactory in Welsh; reading and writing skills are good in English and satisfactory in Welsh. The use of numeracy and ICT across the curriculum is satisfactory.

### **Ethos of the school**

- Pupils' spiritual and social development is good and their moral development is very good; cultural development is satisfactory. The school has a clear set of aims, which promote sound attitudes and values firmly based on the Gospel of Jesus Christ and the teachings of the Church in Wales.
- Daily acts of collective worship make a good contribution to spiritual development. Strong links with the parish church and regular visits from the clergy also help promote spiritual development.
- Moral values are well promoted and pupils have a very clear understanding of right from wrong and are sensitive to the needs of those less fortunate than themselves.
- Children under five settle quickly into their new environment and pupils co-operate well with each other and with adults. In KS1 and KS2, pupils collaborate in class activities and take responsibility and initiative, evident in their participation on the school council.
- Pupils develop an understanding of their responsibilities for the environment through their work in relation to the Eco Schools project and recycling activities.
- Pupils' cultural development is satisfactory. Y Cwricwlwm Cymreig, planned into subject areas, help pupils develop a good understanding of the heritage and culture of Wales. Pupils' understanding of other cultural traditions is less well developed.
- Pupils' behaviour is very good, their attitudes to learning are good. The school is a happy, caring and supportive community.

### **Quality of education**

- The quality of teaching was satisfactory or better in all the sessions observed including around 72% where it was good and about 3% where it was very good. Teachers have very good relationships with pupils and know them and their backgrounds very well. Teaching is consistently good in both key stages with effective use made of peripatetic teacher expertise in KS2.
- Close co-operation between staff ensures good provision and equal opportunities for all pupils. Teachers plan their lessons well and use a good range of teaching techniques and organisational strategies in order to ensure that all pupils listen attentively and remain on task for an extended period of time. Plenary sessions are well used to reinforce main points.
- In lessons judged to be less effective, insufficient emphasis is placed on developing pupils' oral skills in Welsh, with the majority of the subjects of the NC being taught mainly through the medium of English in KS2, thus not closely complying with its designated status as a category "A" school. Expectations set of abler pupils in terms of achievement are, on occasion, insufficiently challenging. Over-dependence on published

worksheets inhibits the development of pupils' skills in writing on an extended basis in Welsh and English, mainly in KS2.

- Overall, the quality of assessment, recording and reporting to parents is good. Assessment procedures and record keeping are very effectively and consistently implemented throughout the school with results used to set individual and whole-school targets. Pupils' work is marked regularly, however, pupils are insufficiently involved in checking their spelling mistakes on a regular basis, mainly in KS2. Assessment procedures for pupils with SEN are good. Annual written reports to parents are detailed and informative and comply with statutory requirements.
- The quality of the curriculum is good. The curriculum for the under-fives appropriately promotes the Desirable Outcomes. In both key stages, the curriculum is broad and balanced. Where homework is regularly set, this has a positive impact on standards achieved. There are good arrangements for pupils' personal and social education (PSE), including appropriate attention to global citizenship. The school is socially inclusive with all pupils strongly encouraged to play a full part in school life. The school effectively raises pupils' awareness of environmental issues and sustainable development. There is a satisfactory range of extra curricular activities. In physical education lessons, pupils participate in a good range of team games including football, rugby, netball and cricket.
- Overall, the quality of support and guidance and the attention paid to pupils' welfare throughout the school are good; the effectiveness of personal and educational guidance is very good. Pupils are well supervised at all times. However, the under fives have to use the toilet facilities in the main building, all exterior doors are not secured and the condition of the surface of the school playground is unsatisfactory, all of which contravene health and safety guidelines.
- The provision for pupils with SEN is good and pupils make steady progress in line with targets set in the Individual Education Plans (IEPs).
- Partnerships with the community and parents are good. Partnership with other schools and institutions is satisfactory. Parents value the school highly and the vast majority have signed the Home-School agreement.
- There are well-established and improving links with the main comprehensive school to which pupils transfer. An innovative KS2/ KS3 transition project has improved pupils' ICT, research and independent learning skills.
- Partnership with industry is satisfactory.

## **Management**

- The quality of self-evaluation and planning for improvement is good. The head, supported by the class teacher and the LEA link advisor, is actively engaged in processes to evaluate the school's strengths and weaknesses. The school development plan (SDP) is an effective working document for developing the school. The school monitors progress made towards achieving set targets.

- The quality of leadership and efficiency is good. The head provides the staff with clear and caring leadership for improving the educational provision and planning for raising the standards of achievement. The staff share subject responsibilities and work closely together on curriculum development and raising standards of achievement.
- The governing body (GB) 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. There are no committee structures to help share out management responsibilities and make the best use of members' varying expertise. Formal links to monitor curricular provision and standards of achievement are at an early stage of development. However, the GB manages the school's finances effectively.
- The school complies effectively with statutory requirements and pays attention to Welsh Assembly Government (WAG) guidelines.
- The quality of staffing is good; accommodation and learning resources are satisfactory. Teachers are appropriately qualified to teach the NC and religious education. The learning support assistant (LSA) and peripatetic teachers make significant and valued contributions to pupils' learning. Both teachers have attended an appropriate range of in-service training courses (INSET), however, ICT training continues to be a need.
- The main school building is in a satisfactory condition. Staff work hard to produce a stimulating environment for pupils and the caretaker ensures a clean and pleasant environment.
- The available resources are well deployed. However, gymnastics equipment is limited and there is a shortage of a wide range of Welsh reading books and artefacts of other world faiths.

### **Progress since the last inspection**

- Since the last inspection in 1998, the school has made consistently good progress in addressing the key issues. Standards of achievement have been raised in a significant number of subjects, the curriculum is now broad and balanced, and the SDP has been revised with appropriate targets set. Pupils' independent learning skills are developing appropriately and very good progress has been made in assessment, recording and reporting procedures. Except for a very small number of minor omissions, the school prospectus and governors' annual report to parents mainly comply with statutory requirements.

## **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 75% where they were good.

- On the whole, standards of achievement of children under five are good. They make good progress in language, with children from non-Welsh-speaking homes speaking with

developing confidence in Welsh by the time they are five years old. Their progress in personal and social development, mathematical and creative development, and their knowledge and understanding of the world is good. Progress in 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 good in all the subjects of the NC and religious education apart from geography and music where standards are satisfactory. It was not possible to make a judgement on standards in physical education. Pupils listen attentively during lessons, they read very well in Welsh and they speak and write confidently in Welsh across the curriculum. They use ICT confidently to support the learning, however, their knowledge and understanding of places and the local area are less well developed.
- In KS2, standards of achievement are good in mathematics, science, design and technology, history, geography and religious education and satisfactory in the remaining NC subjects. It was not possible to make a judgement in physical education. The standard of bilingualism achieved by the pupils is satisfactory. In English, speaking and listening skills are good, however, pupils make limited use of dictionaries and a thesaurus to consolidate and develop their spelling and extend their vocabulary. In Welsh, pupils read and write satisfactorily but a significant number lack confidence when speaking.
- In both key stages, there was an insufficient number of pupils taking the NC 2003 tests to make a valid judgement in comparison with national averages.
- Boys and girls make similar progress throughout the school. Pupils with SEN make steady progress towards the targets set in their IEPs.

### **3.2 Standards achieved in key skills across the curriculum**

Pupils' skills in listening are good in English and Welsh in both key stages. In KS1, speaking, reading and writing skills are good in Welsh. In KS2, speaking skills are satisfactory in English but unsatisfactory in Welsh; reading and writing skills are good in English and satisfactory in Welsh. The use of numeracy and ICT across the curriculum is satisfactory.

- The under-fives listen well to instructions and make good progress in early literacy and numeracy. In formal lessons with the teacher, children from non-Welsh speaking homes respond well orally to questions but in non-contact sessions a minority readily turn to English. They make good use of ICT across the areas of learning.
- In KS1 and KS2, pupils listen very attentively to their teachers and to visiting speakers in both Welsh and English.
- In KS2, pupils speak clearly in English in a range of contexts. They have a good grasp of terms and expressions, for example, during their work in science and design and technology.
- In KS1, pupils show good development in their grasp of Welsh terms and phrases across a good range of subjects. However, in KS2, pupils' Welsh oral skills across the curriculum are unsatisfactory. The majority of pupils lack readiness and confidence to speak in Welsh and their knowledge and understanding of technical terms are very limited.

- The majority of KS1 and KS2 pupils' skills in reading for information in subjects across the curriculum is good in English and satisfactory in Welsh.
- In KS1 and KS2, pupils write regularly and make good progress in English, adapting their writing style to match different contexts and audiences. In Welsh, pupils make satisfactory progress but make insufficient use of technical terms. In both key stages, written work across the curriculum is well presented by the majority of pupils.
- In both key stages, standards in numeracy are satisfactory across the curriculum. In KS1 and lower KS2, pupils are beginning to use number patterns and relationships to make calculations. Older KS2 pupils are gaining confidence in using mental skills to solve problems and use their skills effectively in measuring, using sensible units in science and measuring and using scale effectively in geography.
- Pupils make satisfactory progress in using ICT to extend their learning across the curriculum. In KS1, they use appropriate software to create pictures and designs in art and design and technology. In KS2, they use the Internet effectively to research and gather information in science, design and technology and history. They use word processing software to enhance their work in most subjects. In music, pupils make insufficient use of ICT to compose and appraise.
- According to their age and ability, pupils with SEN achieve satisfactory standards in key skills and there is no significant variation in the application of key skills between boys and girls.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

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

- The school has a clear set of aims, which promote sound attitudes and values firmly based on the Gospel of Jesus Christ and the teachings of the Church in Wales.
- The school fulfils statutory requirements with regard to the provision of a daily act of collective worship. Strong links with the parish church and regular visits from the clergy also help promote spiritual development.
- Moral values are promoted very sensitively by staff. Pupils' relationships with the head and staff are mutually respectful and friendly. Staff work diligently to ensure pupils have a clear understanding of right from wrong.
- Pupils support a variety of local and national charities and are sensitive to the needs of those less fortunate than themselves.

- Children under five settle quickly into their new environment and learn to co-operate with each other, evident in a reading partnership between themselves and older pupils. A KS2/KS3 partnership has helped develop pupils' independent learning and investigative skills.
- Pupils respond positively to opportunities to take responsibility; for example, the school council is established and pupils undertake decision making in a responsible manner.
- Pupils develop an understanding of their responsibilities for the environment through their work in relation to the Eco Schools project, and recycling activities.
- The school's Urdd activities, educational visits and residential courses contribute to pupils' social and cultural development. In KS2, in grouped class activities and at the dining table, pupils are often not in mixed gender groups.
- Pupils' cultural development is satisfactory. Y Cwricwlwm Cymreig is planned into subject areas, and visits to places of interest help pupils develop a good understanding of the heritage and culture of Wales. Their understanding of other cultures is less well developed.
- Racial equality is promoted through aspects of PSE and through the school's effective equal opportunities policy.
- The contribution of collective worship to promoting pupils' spiritual, moral and social development is good, and pupils respond appropriately.

## **4.2 Behaviour and attitudes**

Pupils' behaviour is very good, their attitudes to learning are good. The school is a happy, caring and supportive community.

- A full and appropriate discipline policy has been adopted by the school and it is effectively implemented.
- In the early years, children have a positive attitude towards learning; their behaviour is very good.
- During lessons, pupils in both key stages co-operate effectively, promoting good standards.
- Pupils' play highlights the friendly nature of the community and no evidence of aggressive behaviour or bullying was observed during the inspection. No pupil has been excluded from the school during the past 12 months.

## **4.3 Attendance**

Attendance levels are satisfactory.

- Whole-school attendance levels averaged 93.9% for the past 12 months.

- Holiday absence exceeding ten school days was incorrectly registered as authorised absence in the past. The head now follows WAG guidelines for recording absence and urges parents not to take holidays in school time, resulting in no requests in the Spring term 2004.
- Pupils are punctual, many arrive early at school.

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

The quality of teaching was satisfactory or better in all the sessions observed including around 72% where it was good and about 3% where it was very good.

#### Good features

- Teachers have very good relationships with pupils and know them and their backgrounds very well.
- Teachers have a good knowledge and understanding of the subjects they teach. Teaching is consistently good in both key stages with effective use made of peripatetic teacher expertise in KS2.
- The quality of teaching of the under-fives is founded on a sound knowledge and understanding of the Desirable Outcomes for Children's Learning. Learning resources are used effectively to ensure that children have a good range of experiences and that they are extended in an appropriate manner.
- Close co-operation between staff ensures good provision and equal opportunities for all pupils; they work very well as a team.
- Teachers plan their lessons well, paying attention to teaching aims, continuity, progression, development of key skills and assessment opportunities.
- In both key stages, direct teaching, good classroom organisation and good use of teaching resources develop pupils' knowledge and understanding effectively.
- Teachers use a good range of teaching techniques and organisational strategies in order to ensure that all pupils listen attentively and remain on task for an extended period of time. Plenary sessions are well used to reinforce main points.
- In the main, teachers have high expectations, set demanding tasks and match work to pupils' abilities.
- Teachers provide a generally stimulating environment with some good displays of pupils' work, which promote effective teaching and learning.

- Pupils have a number of direct experiences, usually further afield, and the work that follows in the classroom ensures that learning is effectively consolidated.

### **Shortcomings**

- In lessons judged to be less effective, insufficient emphasis is placed on developing pupils' oral skills in Welsh, with the majority of the subjects of the NC being taught mainly through the medium of English in KS2.
- In KS2, the expectations set of abler pupils in terms of achievement are, on occasion, insufficiently challenging, mainly in English, Welsh and art.
- Over-dependence on published worksheets inhibits the development of pupils' skills in extended writing in Welsh and English, mainly in KS2.
- Teachers make insufficient use of ICT to support teaching across a range of subjects.

## **5.2 Assessment, recording and reporting**

Overall, the quality of assessment, recording and reporting to parents is good.

- The school's policy for assessment, recording and reporting is detailed and comprehensive. Assessment procedures are very effectively and consistently implemented throughout the school. Teachers evaluate progress accurately and set appropriate targets for pupils to raise standards of achievement.
- In early years, baseline assessment is analysed effectively to ensure that children, through achievable learning steps, reach their potential in all areas of learning. End of year reports enable parents to quantify these achievements in all six areas of learning.
- Pupils' work in the core subjects is regularly and continually assessed, and procedures for the assessment at the end of each key stage meet the statutory requirements. Record keeping is good and teachers keep cumulative records of assessments in reading, spelling and mathematics which, together with results of end-of-year National Foundation for Educational Research (NFER) tests and end of key stage assessments, are used by staff to set individual and whole-school targets.
- NC assessment test results are not regularly analysed to identify strengths and weaknesses.
- Significant examples of work are kept in pupils' portfolios to demonstrate progress however, they are insufficiently analysed to identify relative strengths and weaknesses; work is always dated, but seldom annotated to explain the significance of work or the level of attainment.
- Pupils' work is marked regularly with particular emphasis on correcting grammatical errors in KS2.
- Assessment procedures for pupils with SEN are good. Progress is reviewed regularly and targets are set.

- Annual written reports to parents are detailed and informative and comply with statutory requirements. They identify ways forward for the pupil in a clear manner and invite parental comments to be recorded. Parents have opportunities to discuss their child's progress and achievement each term.

### **5.3 Curriculum**

The quality of the curriculum is good.

- The curriculum for the under-fives appropriately promotes the Desirable Outcomes for Children's Learning. A broad range of interesting learning experiences is provided for reception age pupils.
- In both key stages, the curriculum is broad and balanced. There are well considered policies and schemes of work for all subjects of the NC and religious education. This framework provides a good basis for planning lessons, and provides clear progression.
- Teachers plan the application of key skills into their short-term plans but there are no whole-school strategies to promote them in a structured way.
- When homework is regularly set there is a positive impact on the standards achieved.
- There are good arrangements for PSE, including appropriate attention to issues of global citizenship. The school is socially inclusive with all pupils strongly encouraged to play a full part in the life of the school.
- The school effectively raises pupils' awareness of environmental issues and sustainable development, evident in its participation as an Eco school.
- There is satisfactory provision to enhance the curriculum through educational visits and visitors to the school. This provision includes a residential stay for older pupils and a satisfactory range of extra curricular activities, including some opportunities for competitive sport.
- The school successfully promotes equality of access and opportunity for all pupils to the curriculum provided.

### **5.4 Support, guidance and pupils' welfare**

Overall, the quality of support and guidance and the attention paid to pupils' welfare throughout the school is good. The effectiveness of personal and educational guidance is very good.

- The head and staff attach particular importance to the pastoral care of pupils. Pupils work and play in a caring and supportive environment where they state they feel secure and valued.
- Pupils are confident in seeking the help and support of staff. They readily turn to adults for guidance and are listened to and treated with respect.

- The head and staff know their pupils very well and effectively monitor and support their academic progress, their social development and their personal well being.
- A policy and procedures for dealing with child protection issues are in place which staff are familiar with.
- The school has an effective PSE policy and pays particular attention to health related issues. Strong emphasis is placed on care for the environment and recycling.
- The school has a policy and procedures to promote health and safety, which are monitored by staff and governors. However, the under fives have to use the toilets in the main building, doors are insecure and the condition of the school playground is unsatisfactory, all constituting a threat to health and safety.
- All teaching staff have been trained in first aid but their certificates have lapsed. The LSA and mid-day supervisor have not undergone training in first aid.
- The school's policy for equal opportunities, which includes racial equality, is implemented effectively, and high priority is given to the social inclusion of all pupils.

## **5.5 Provision for pupils with special educational needs (SEN)**

The provision for pupils with SEN is good and they make steady 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 has recently been appointed.
- The head, as the SEN co-ordinator (SENCO), plans the provision and ensures that the liaison with class teachers and support staff is effective.
- There are eight pupils on the school's SEN register (28%). These pupils are fully integrated within the KS2 class and have access to a broad and balanced curriculum.
- Under the guidance of the class teachers, the learning support assistant provides daily in class support across a range of subjects. A peripatetic SEN support teacher is employed for one and a half hours each week to support pupils on a withdrawal basis. The tasks set reflect the pupils' learning needs in literacy and they make steady progress. Good use is made of ICT to support the learning.
- The IEPs, which have been formulated for pupils on the SEN register, are of good quality; they are regularly revised and include appropriate learning objectives to develop pupils' literacy skills. However, they do not address pupils' weaknesses in mathematics. The IEPs are not integrated sufficiently into the planning, the teaching and the learning in KS2.
- The parents of pupils with SEN receive information regularly, they are aware of the IEPs and targets set, and give specific help when it is needed.

- The school has been partly adapted for pupils with physical disabilities.
- There are appropriate links with external agencies.

## **5.6 Partnership with parents and community, schools and other institutions**

Partnership with parents and the community is good. Partnership with other schools and institutions is satisfactory.

- Parents value the school highly as evidenced in the pre-inspection meeting and from the questionnaires. The parent teacher association raises several hundred pounds a year, to purchase extra resources such as ICT equipment. Parents help with transport for visits, craft activities, gardening and maintenance. A parent who runs the school's lending library makes a good contribution to foster pupils' reading skills.
- The school seeks fully to involve parents in their children's learning. 'Next steps in learning' are an important focus for discussion at the usually well attended parents' evenings in the autumn and spring terms.
- The prospectus invites parents' participation in children's education and is a helpful document, but needs minor amendments to conform to WAG guidelines. The governors' annual report meets statutory requirements. The home-school agreement has been signed by the vast majority of parents.
- There are well-established and improving links with the main comprehensive school to which pupils transfer. An innovative KS2/KS3 transition project has improved pupils' ICT, research and independent learning skills. There are no formal links with the Welsh medium comprehensive school.
- Appropriate links have been developed with sporting agencies. Satisfactory links are forged with local primary schools. There is no partnership with an initial teacher training institution.
- There are strong links with the Church in Wales. Pupils' sense of community is well fostered by the close links with Coomb Cheshire Home. The fire brigade and the police make valuable contributions to pupils' understanding of fire prevention and road safety.

## **5.7 Partnership with industry**

Partnership with industry is satisfactory.

- Teachers have attended courses arranged by Gyrfa Cymru and other organisations to expand their knowledge in science, nutrition and children's rights.
- A Carmarthenshire recycling company is effectively helping the school to develop as an Eco School, with strong emphasis on recycling and energy efficiency.

- The school shop was established with support from the local education business partnership (EBP). The shop, open once a week, is now of limited value in helping pupils understand the concept of commercial enterprise as it sells sweets that have little nutritional benefit.
- A major retailer and a small number of other organisations provide learning resources that the school could not otherwise afford.
- Links between the school and the local farming community are limited.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

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

- A good culture of self-evaluation has been established. The head, supported by the class teacher and the LEA link advisor, is actively engaged in processes to evaluate the school's strengths and weaknesses. The current self-evaluation report gives an overview of recent developments and provision; there is appropriate emphasis on raising pupils' standards of achievement.
- The SDP is an effective working document for developing the school. It contains references to strategies for improvement, clear criteria for evaluating progress and realistic timescales for action. The school monitors progress made towards achieving set targets.
- Governors are very supportive of the school; two governors visit the school on a termly basis to oversee provision. In order to be kept fully up to date about the school's strengths and weaknesses, the governors are heavily dependent on termly reports from the head. Governors are not familiar with the NC programmes of study and remain unclear about how best to monitor standards and evaluate the quality of the curriculum.
- Staff are clear on the present aims for improvement as outlined in the self-evaluation report. Current priorities are identified in the SDP and include developing further pupils' literacy and numeracy skills, ICT provision and pupils' ICT skills, development of PSE, long term planning for acts of collective worship and improving the condition of the hard surfaced play area.
- Satisfactory use is made of national and county data in order to compare aspects of the school's performance against other schools. NC assessment test results are insufficiently analysed to identify strengths and weaknesses. Strategies are in place to set quantitative and qualitative targets.

### **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 head 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 head and staff for the benefit of all pupils.
- The head has full-time responsibility for the KS2 class. A part-time teacher is employed to teach the class for one day each week. During this time the head 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 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. There are no committee structures to help share out management responsibilities and make the best use of members' varying expertise. Formal links to monitor curricular provision and standards of achievement are at an early stage of development.
- 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. It was noted that the budget was well managed.
- A part-time administrator is employed for one and a half days each week; her role is well defined including collating attendance figures, secretarial duties, photocopying and displaying pupils' work in classrooms. The school functions effectively on a day-to-day basis.
- Apart from some minor omissions in the school prospectus, the school mainly complies with statutory requirements and pays attention to WAG guidelines.

### **6.3 Staffing, accommodation and learning resources**

The quality of staffing is good, accommodation and learning resources are satisfactory.

- Both teachers are appropriately qualified to teach the NC and religious education. Job descriptions are in place and reviewed appropriately.
- Teachers regularly attend an appropriate range of in-service courses (INSET) that contribute effectively to their professional development and to the standards achieved by pupils. However, the school states that the new opportunities fund (NOF) training

undertaken by teachers to develop their ICT skills has not addressed their needs sufficiently.

- The school has an effective system for teacher appraisal which complies with requirements. The process of performance management has been established.
- The learning support assistant makes a significant and valued contribution to pupils' learning.
- The main school building is in a satisfactory condition. It houses the KS2 class, a kitchen and a multi-purpose room which is used occasionally for SEN support and whole-school gatherings. The demountable classroom provides accommodation for the under-fives and KS1 pupils but there is no running water provision. The caretaker ensures a clean and pleasant environment throughout the school.
- Space is very restricted for indoor lessons in physical education. The playground is small, has an uneven surface with staff cars parked on site during the school day. The school has an adjoining playing field which is used for team games and athletics.
- The under-fives children have a suitable and safe outdoor play area, but large play equipment is limited.
- The available resources are well deployed to support the teaching of the NC and religious education. However, gymnastics equipment is very limited and there is a shortage of a wide range of Welsh reading books and artefacts of other world faiths.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The overall quality of the educational provision 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 in which they have their fourth birthday. There are no nursery age children registered at present. There are four reception age children in the school; they all come from non-Welsh speaking homes. They share the class with the three KS1 pupils. Baseline assessment results indicate that children's attainment is average on entry.

#### **Language development, literacy and communication**

Children's language development, literacy and communication is 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 relatively fluent in Welsh by the time they transfer to KS1. They form letters generally correctly as they copy words and they understand that written symbols have sounds and meanings. Children listen, 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.

### **Mathematical development**

Children's mathematical development is good.

### **Good features**

- Children recognise number concepts to five 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 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.

### **Shortcomings**

- There are no major shortcomings, but children are not offered water activities to enhance their mathematical development.

### **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 LSA, 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.

### **Shortcomings**

There are no major shortcomings.

### **Knowledge and understanding of the world**

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

### **Good features**

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

characteristics of their work. They make effective use of ICT to begin to understand decision making and problem solving.

### **Shortcomings**

There are no major shortcomings.

### **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 display good skills in colour mixing. They derive pleasure and enjoyment from role-play at the 'travel agents'. In formal music lessons with KS1, children have good opportunities to enjoy the rhythm of music and to create music with a variety of instruments and with their voices. They use ICT effectively to illustrate pictures.

### **Shortcomings**

There are no major shortcomings.

### **Physical development**

Children's physical development is satisfactory.

### **Good features**

- Children handle small apparatus such as painting equipment, pencils and scissors, confidently. In formal dance lessons with KS1, children display good skills when expressing their feelings in response to musical stimuli. They display increasing skills when dodging, turning, hopping and jumping. When the weather is favourable, children have access to wheeled toys.

### **Shortcomings**

- Children have limited climbing and sliding skills owing to the lack of suitable apparatus.

## **Welsh**

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

### **Good features**

- In KS1, pupils listen well to instructions and develop a good understanding of the language. They speak confidently and express opinions with increasing correctness in

response to teacher questioning. They converse freely with their fellow pupils, using a developing vocabulary.

- Standards in reading are good in KS1; pupils read accurately, generally fluently and with understanding and convey meaning with appropriate intonation and pronunciation.
- In KS1, pupils' range of writing is good and include stories, letters, prayers, historical accounts and sets of rules. They spell simple words well and show a developing awareness of basic punctuation.
- In KS2, pupils' speaking skills are satisfactory. A minority converse with developing confidence, using a satisfactory vocabulary. They contribute and respond well to teacher questioning offering their comments in a coherent manner. They have a developing understanding of mutations.
- The reading standards of the majority of pupils in KS2 are satisfactory. They read with developing accuracy and understanding and the majority make relevant observations about the content.
- Across KS2, the content of the written work of the majority of pupils is satisfactory; the standard of a small minority is good. They write in creative and factual forms on a developing range of subjects including stories, letters, poetry and prayers. They write good passages that express their opinions and present their points of view, evident in their study of fox hunting. Good quality poems are written in their study of Dylan Thomas.

### **Shortcomings**

- In KS2, pupils do not converse regularly in depth with their peers and adults. A significant number do not contribute effectively in group discussions and display a limited vocabulary.
- More advanced reading skills of the majority of KS2 pupils are limited.
- In KS2, more able pupils are insufficiently challenged in their written work. Overuse of worksheets inhibits pupils' skills in writing to an extended range of audiences.

### **English**

Standards of achievement are satisfactory in KS2.

#### **Good features**

- Pupils make good progress in their speaking and listening skills across the key stage. They are keen to contribute in group discussions, speaking clearly and confidently and listening carefully to their teacher and to each other.
- Pupils' command of vocabulary shows sound progress as they mature; they choose colourful adjectives to enhance their oral and written work. They develop a range of subject specific vocabulary and take turns to express their views.

- In Y3, pupils make a sound start to their grammatical understanding and can identify the main parts of speech accurately. By Y6, pupils have secure comprehension skills; they extract accurate information from a text and begin to develop the skills of deduction and inference.
- Standards of reading are satisfactory in KS2. Above average and average ability pupils generally read competently and most use appropriate expression. They develop prediction skills and have an appropriate grasp of the way in which characters interact with the plot. By the end of the key stage, they have secure phonic and contextual understanding and most have a sound ability to explain unusual words within the context. Most are aware of the differences between works of fiction and non-fiction and can explain the purposes of indexes and glossaries.
- Standards of writing are satisfactory overall. Most pupils make appropriate progress in their creative and descriptive writing and they recognise that different styles are required for different purposes.
- By Y6, pupils have a satisfactory ability to write in different styles appropriate to the required purpose. Most use paragraphs and develop a short written argument from more than one point of view.
- Pupils are aware of the need to plan the structure of their written tasks. Using ICT, most redraft their work in order to refine their style and use of language.

### **Shortcomings**

- Pupils do not develop their oral skills sufficiently through role play, class presentations and debates. They do not develop sufficient confidence to express their ideas in a formal situation and to choose the appropriate style of speaking to match this.
- Most pupils have not yet developed secure reading habits and their experience of a wide range of literature is restricted.
- In KS2, pupils make limited use of the dictionary and thesaurus to consolidate and extend their spelling and vocabulary skills.
- In KS2, more able pupils are insufficiently challenged in their written work. Overuse of worksheets inhibits pupils' skills in writing on an extended basis.

### **Mathematics**

Standards of achievement are good in both key stages.

#### **Good features**

- Most Y1 pupils add and subtract any two numbers up to 20 in their head. They know by heart doubles of numbers from one to 10. They recognise coins of different denominations to £1. Pupils add different coins together and match coin denominations to priced objects.

They recognise the hour and half hour on a clock and use everyday language to describe features of familiar two-dimensional shapes.

- Y2 pupils, and more able Y1 pupils, work out the cost of two items and can give change. They confidently count forward and backward in fives or 10s to 100, starting from any two digit number. Pupils double numbers to 10 and can add 'near doubles'. They explain a simple block graph and recognise and read clock times accurately.
- By the end of KS1, pupils estimate, measure and compare lengths using standard and non standard units and use a programmable toy to describe position, direction and movement.
- In KS2, younger pupils order a set of four-digit numbers and write in figures numbers like 'four thousand and thirty one'. They know by heart the three and four times-tables for both multiplication and division. Pupils work out the remainder when dividing a two-digit number by two, three, four or five.
- KS2 pupils recognise simple equivalent fractions and find fractions of a shape and a number. They understand how to make a three-dimensional shape from a net and sensibly discuss the properties of a cube and cuboid.
- More able KS2 pupils recognise decimals and percentages and find the percentage of a number or a sum of money. They round decimals to the nearest tenth. Pupils know square numbers to at least 12 and the corresponding square roots. They use the % key on a calculator and find percentages or the amount of VAT on an article.
- Older KS2 pupils confidently answer questions about conversion graphs and pie charts. They use a protractor to measure acute and obtuse angles to the nearest degree.

### **Shortcomings**

There are no major shortcomings.

### **Science**

Standards of achievement are good in both key stages.

#### **Good features**

- KS1 pupils observe the changes that take place when some materials are heated and cooled. They record the changes that take place on heating or cooling and compare the outcome with their prediction. They begin to understand that when something has dissolved it has not disappeared.
- Pupils in KS1 understand what is needed to make a test fair. They record their work clearly and can explain to other pupils in the class what they have done.
- KS1 pupils know that materials can be made to change shape. They consider the ones they think could squash, bend, stretch or twist. They test the materials, and pupils in Y2 appropriately record their findings in a table.

- In their study of forces and motion, KS1 pupils observe and learn how the motion of a toy can be changed. They run a car down a slope and measure how far it travels, and successfully record the results in table.
- In KS2, younger pupils decide which apparatus is needed to ‘clean’ dirty water. They make sensible predictions and know that non-dissolving solids can be separated by filtering.
- KS2 pupils know that the earth, sun and moon are approximately spherical. They observe and record appropriately how shadows change in relation to the position of the sun. Pupils successfully use secondary sources, for example, CD-ROMs and the internet, to understand the motion of the earth relative to the sun and the moon. They consider the phases of the moon in terms of light and shadow, and keep a moon diary for one month.
- KS2 pupils successfully explore the effects of friction. They carefully observe and investigate the effects of applying forces in different directions. Pupils explore forces and predict what will happen to an object when force is exerted on it.
- Pupils in KS2 have good knowledge and understanding of magnetism. They sensibly predict and sort a collection of materials to find which are attracted to a magnet and those that are not.
- Older KS2 pupils consider fair testing and explain their reasoning. They make sensible predictions and attempt to hypothesise. They consider the cleanliness of the water and the volume of water. Pupils carefully plan an investigation on paper and carry it out collaboratively. They communicate their results clearly to other groups.

### **Shortcomings**

There are no major shortcomings.

### **Design and technology**

Standards of achievement are good in both key stages.

### **Good features**

- In KS1, pupils successfully design a fridge magnet. They understand that it is important to sequence the instructions correctly. They represent them with pictorial images and words and use a word processor to record them.
- In their study of mechanisms, KS1 pupils examine vehicles to see how they move, and discuss different kinds of wheels. They record their findings by drawing and describing how they move. They experiment with a light car made from card and try out different shaped wheels on the axle.
- In making, KS1 pupils try out ideas using construction kits and reclaimed materials. They choose suitable materials to make a car, successfully connect the body part and apply

appropriate finishes. They refine their design as it develops, record their changes and evaluate the finished product.

- KS1 pupils control a robotic toy with developing confidence.
- In KS2, younger pupils select appropriate materials when making picture frames and carefully apply appropriate finishes. They discuss their products and sensibly evaluate their work.
- Older KS2 pupils examine simple mechanisms carefully, look at how they have been assembled to create movement and consider the effects that each component has on others to create movement.
- Able KS2 pupils use extended vocabulary in English, for example, rotary, reciprocating, oscillating and linear.
- In KS2, pupils use LOGO with developing confidence to write simple commands.
- KS2 pupils design a fairground ride, considering the materials they use to make the model. They use their knowledge of pulleys and gear wheels at the design stage. They measure, mark out, cut and join the materials, using the correct tools, equipment and techniques and apply suitable finishes.

### **Shortcomings**

There are no major shortcomings.

### **Information technology**

Standards of achievement are good in KS1 and satisfactory in 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 such as the spray and pen.
- In KS2, younger pupils develop their editing skills by breaking text into paragraphs and editing punctuation. They highlight blocks of text and change the colour, type and size of font. They use computers to combine text and images.
- KS2 pupils conduct Internet research, for example, in their project on fairgrounds.
- Y4 pupils use a data handling package to create and print graphs using data on the colour of pupils' eyes and hair. They begin to understand that different types of graphs are used for different purposes; they save their work 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 letters writing.
- A minority of KS2 pupils use simple e-mail programs effectively to send and receive information.
- KS2 pupils use a digital camera on occasion to record their findings, for example, on educational visits.
- KS2 pupils use a graphics package to cut, copy and resize in their work on repeating and spiral patterns.

### **Shortcomings**

- In modelling, KS2 pupils' skills in exploring the effect of changing variables and predicting the outcomes of various decisions are underdeveloped.

### **History**

Standards of achievement are good in both key stages.

### **Good features**

- Across both key stages, at levels appropriate to their age and ability, pupils develop an appropriate historical vocabulary, mainly in English in KS2.
- KS1 pupils' awareness of the past is developing effectively by listening to stories about famous individuals including Betsi Cadwaladr and Susan Rees and from hearing adults talking about their childhood.
- In KS1, pupils draw appropriate comparisons with the present by looking at artefacts and pictures. They display a good understanding of the differences between life then and now, identifying and comparing various ways of travel.
- KS1 pupils' enquiry skills develop appropriately. They prepare questionnaires to grandparents enquiring about life and customs in their time. They write extended accounts based on the evidence, using good historical vocabulary.
- Pupils in KS1 gather first hand evidence in a field study of buildings in a nearby village. They record their evidence in pictorial form with abler pupils writing good quality accounts.
- In KS2, pupils build on the knowledge and skills acquired in KS1. Pupils have a good knowledge and understanding of the history of hieroglyphics from cave paintings to e-mail, using their ICT skills effectively to investigate.
- KS2 pupils make good use of a visit to Castell Henllys to expand their knowledge about a number of aspects of life during the time of the Celts.

- In their study of the age of the Victorians, KS2 pupils display good understanding of life at school with the effect of the ‘Welsh not’ on the Welsh language. They display good skills when discussing the concepts of fact and opinion.
- 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 a very good range of artefacts, photographs and a range of other documentary evidence.

### **Shortcomings**

There are no major shortcomings.

### **Geography**

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

#### **Good features**

- In both key stages, pupils develop a satisfactory geographical vocabulary.
- In KS1, pupils collect and record information in their study of the weather, using appropriate symbols.
- Pupils in KS1 have a developing understanding of where food is grown around the world. They identify how and where products are transported, making appropriate use of maps.
- In KS2, pupils build significantly on the knowledge and the skills acquired in KS1. They display good mapping skills when interpreting symbols and keys correctly. They confidently use four figure co-ordinates together with atlases and globes to locate places. They estimate sensibly, and accurately measure distances on a map using scale appropriately. They know the eight points of the compass and calculate directions with increasing accuracy.
- In their study of a contrasting locality, KS2 pupils have a good knowledge and understanding of Cwm y Glo in Snowdonia. They explain in detail what sort of area the locality is and how it compares with Llangynog.
- In their study of a less economically developed country, KS2 pupils are developing an understanding and knowledge of village life in Semenkong, in Lesotho. They begin to identify and explain what kind of area the neighbourhood is and how it compares with their village.

### **Shortcomings**

- In KS1, pupils’ knowledge and understanding of places are underdeveloped.
- In KS1, pupils’ skills in making maps and plans are less well developed.

- In both key stages, pupils undertake insufficient field work in their study of the locality.

## **Art**

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

### **Good features**

- In KS1, pupils successfully use a variety of tools to create printing blocks. They follow their designs and create patterns in polystyrene blocks. They use their printing block to successfully create repeat and random patterns, using attractive colours.
- KS1 pupils look closely at the colours used in Monet's paintings. They discuss the use of colour and explore ways to mix colours to achieve secondary colours.
- In KS1 pupils mix a variety of materials with paint, for example, sawdust, sand, oats, rice and lentils. They choose the most suitable items to represent shells, starfish and seaweed. They produce work of a good standard.
- KS1 pupils carefully observe drawings of sea objects and use pencil and charcoal to sketch seaside images. They confidently discuss their own work and the work of a variety of other artists.
- In KS2, younger pupils recognise and use intermediate colours. They successfully work with black and white and one other primary colour. They discuss their work and are aware of paintings from other cultures and times.
- KS2 pupils satisfactorily design a pattern and colour sample. They use appropriate tools to mark their chosen design into a polystyrene block. They think carefully about the theme of changing seasons and use appropriate colours for their final design.
- Pupils in KS2 work well with a visiting artist in their immediate surroundings, developing their sketching and painting skills.
- Older pupils in KS2 study the work of different artists and discuss colour, tone and shape and how they are used to create movement. They examine a variety of art media and practise displaying movement on paper. They work in groups to create a collage displaying a sequence of movements. They select an appropriate range of materials and successfully combine different materials to create different effects.

### **Shortcomings**

- In KS2, pupils do not progressively develop a sufficient range of artistic skills and techniques.
- In KS2, pupils' knowledge of the work of Welsh artists and art from other periods and cultures is limited.

## **Music**

Standards of achievement are satisfactory in both key stages.

### **Good features**

- Pupils sing tunefully and with enjoyment; their diction is clear and they keep pitch well. They understand the need for good posture and demonstrate good control of breathing.
- In both key stages, pupils know that music can be used to express mood and feelings. They accompany songs using tuned and untuned percussion instruments.
- In KS1, pupils sing a selection of nursery rhymes paying attention to dynamics and breathing. They discuss what sounds can be heard in the story 'Dance, Jiggle Dance'. They use their voices to produce the sounds in the story.
- In KS2, pupils understand that there is no right or wrong interpretation of a piece of music. They listen carefully to extracts of music associated with animals and discuss sensibly how the music is used to describe them.
- In KS2, the majority of pupils recognise and keep a steady beat in their work on rhythm. They perform question and answer clapping rhythms. They listen and explore musical instruments from other traditions and cultures.

### **Shortcomings**

- In both key stages, pupils' experiences of a broad range of music are limited.
- In KS2, pupils' skills in playing melodies on a range of instruments are underdeveloped; they do not practise and perform on a regular basis.
- In both key stages, pupils' skills in appraising and evaluating music, including their own compositions and performances are underdeveloped.

## **Physical education**

Owing to adverse weather conditions, physical education lessons were cancelled. As a result, there is insufficient evidence to make a valid judgement in both key stages.

### **Good features**

- In dance, within the confines of the classroom, KS1 pupils change appropriately and have a developing awareness of warm up and cool down activities. They move effectively to musical stimuli, exploring movements using the basic actions of travelling, jumping, turning, gesture and stillness. Pupils effectively explore and express a range of moods and feelings and develop confidence in performing individually whilst others review and appreciate.

- From discussion with KS2 pupils and from other evidence, pupils derive pleasure from a good range of activities including football, rugby, netball, cricket, skiing and athletics.
- KS2 pupils undertake outdoor and adventurous activities while on a residential course at Llangrannog.
- Pupils in both key stages attend weekly swimming lessons for two terms each year. The school states that the vast majority of pupils attain the expected NC standard.

### **Shortcomings**

- In gymnastics, pupils' skills in working at different levels are underdeveloped.

### **Religious education**

Standards of achievement are good in both key stages.

#### **Good features**

- Pupils in both key stages 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.
- KS1 pupils know and celebrate the main festivals of the Christian religion. They confidently recall stories from the Old and New Testaments and are keen to respond to questioning.
- In KS1, pupils have a strong social awareness promoted through religious education lessons for example, they explore the importance of caring, sharing and forgiving during 'Circle Time.'
- KS1 pupils are developing a good understanding and knowledge of Judaism. They develop a good vocabulary when discussing the Torah and Yad.
- KS2 pupils develop an understanding of other major faiths including Judaism. Pupils make appropriate comparisons between Christianity and other religions, through various themes, such as prayer and festivals.
- KS2 pupils have appropriate knowledge of religious figures such as Noah, Moses and Joseph. They have a good understanding of the sacraments from their knowledge of the Easter story.
- KS2 pupils are aware of the importance of structure in worship; they write sensitive, thoughtful prayers of thanks for a range of virtues.
- In both key stages, pupils' learning is enhanced by visits to the local church; they know the significance of the Christian symbols and identify the purpose of various parts of the Church. Regular visits by the local vicar are valuable in reinforcing their experience of worship and their knowledge of the Bible.

- Pupils in KS2 understand the important role played by William Morgan in translating the Bible into Welsh.
- In their study of journeys, pupils in KS2 have a developing understanding of pilgrimage and write effective extended accounts of imaginary visits to various parts of Bethlehem.
- Pupils in both key stages have a strong awareness of the importance of rules in life; KS2 pupils have good recall of the Ten Commandments. 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.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

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

- **raise standards in design and technology and information technology in both key stages, reading and writing in English and Welsh and in aspects of mathematics, science and history in KS2;**
- **provide regular opportunities for pupils to take more responsibility for their learning and to develop more independence in KS2;**
- **improve curriculum organisation and plan to secure a more balanced provision in the NC subjects and more effective progression in pupils' learning;**
- **produce a school assessment policy to ensure more consistency in recording pupils' attainment and to provide a system for monitoring pupils' strengths and weaknesses;**
- **revise the SDP to include reference to short and long-term objectives, targeted at improving the quality of teaching and learning;**
- **ensure that statutory requirements are met.**

Overall, the school has made consistently good progress in addressing the key issues.

- Schemes of work and short term planning were reviewed, INSET was undertaken by teachers and extra resources purchased across a range of subjects. In this inspection, good progress has been made in raising standards of achievement in design and technology and information technology in KS1. Good progress has been made in aspects of mathematics,

science and history in KS2. Satisfactory progress has been made in raising standards in reading and writing in Welsh and English in KS2.

- Record of achievement folders were established whereby pupils reflected critically on their past work and identified their strengths and weaknesses. Through discussion with class teachers, pupils planned their way forward in order to achieve their set targets. Termly extended activities were planned for pupils to further develop their investigative skills. In this inspection, good progress has been made, with pupils actively taking more responsibility for their learning evident in the innovative KS2/KS3 transition project which has improved pupils' ICT, research and independent learning skills.
- Schemes of work were revised to ensure progression and continuity in teaching and learning, and class timetables were drawn up to ensure an appropriate balance between subjects. In this inspection, there is good breadth and balance to the curriculum in both key stages and good quality teachers' planning ensures good progression in pupils' learning.
- Following staff discussions, teachers received support from the LEA adviser in producing a comprehensive assessment policy. New arrangements were devised to monitor pupils' progress. In this inspection, very good progress has resulted in very effective procedures being undertaken to in recording pupils' attainment and monitoring pupils' strengths and weaknesses.
- A new SDP was devised incorporating all the issues highlighted in the action plan with a clear focus on raising standards in teaching and learning and developing the role of governors in monitoring provision. In this inspection, the current SDP is an effective working document for developing the school. It contains references to strategies for improvement, clear criteria for evaluating progress and realistic timescales for action. However, governors are not familiar with the NC programmes of study and remain unclear about how best to monitor standards and evaluate the quality of the curriculum.
- The GB annual report to parents and the school prospectus were revised to conform with NAW Circular 22/96. In this inspection, apart from some very minor omissions in the school prospectus, both documents mainly comply with present requirements.

## **8.2 Key issues for action**

To build on its strengths, the school needs to:

- maintain standards in subjects and aspects judged to be good or very good and raise standards in subjects and aspects deemed to be satisfactory by addressing the shortcomings identified;
- raise standards in oral Welsh across the curriculum;
- ensure a better balance in the medium of teaching and learning in KS2 to improve pupils' skills in Welsh and to comply more closely with its designated status as a Category 'A' school;

- further develop the role of the GB in school development planning, monitoring and evaluating curricular provision and pupils' standards of achievement;
- address the safety issues identified.

The school is addressing aspects of key issues one and four in its current SDP.

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

## APPENDIX

### A. Basic information about the school

Name of School	Ysgol John Vaughan
School type	Community
Age-range of pupils	3-11
Address of school	Llangynog Carmarthenshire
Post-Code	SA33 5BT
Telephone Number	01267 211279

Headteacher	Mrs J Williams
Date of appointment	January 1999
Chair of Governors/ Appropriate Authority	Mr A Williams
Registered Inspector	Mr J Harries
Dates of inspection	25 <sup>th</sup> Feb-27 <sup>th</sup> Feb 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	2	1	3	5	4	9	28

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	13:1
Pupil : adult (fte) ratio in nursery classes	N/A
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	13
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	91.4	95.7	95.5	94.9
Term 2	95.6	94.8	93.8	94.5
Term 3	91.1	94.1	92.9	92.4

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: 2003

<b>National Curriculum Assessment KS 1 Results: 2003</b>	Number of pupils in Y2: 3
As the number of pupils eligible for teacher assessment at the end of Key Stage 1 was fewer than five, summary information is not included.	

### END OF KEY STAGE 2: 2003

<b>National Curriculum Assessment KS 2 Results: 2003</b>	Number of pupils in Y6: 2
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

## 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 seven parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 13 completed questionnaires were analysed and the inspection team took note of the results; 100% responded positively.
- school documentation was examined.

### During the inspection:

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 30 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 held discussions with the teachers at the end of the inspection days on a wide range of matters appertaining to the work of 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	8	Aspect Responsibilities	Subject Responsibilities
Mr J Harries	RgI	The school and its priorities; Main findings; Standards of achievement; Behaviour and attitudes Quality of teaching; Assessment, recording and reporting; 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; Welsh; English; history; geography; physical education. religious education.
Mrs P Dodd Racher	Lay	Attendance; Partnership with parents and community, schools and other institutions; Partnership with industry.	
Mrs H Smith	Team	Standards achieved in key skills across the curriculum; Pupils' spiritual, moral, social and cultural development; Curriculum; Support, guidance and pupils' welfare; Staffing, accommodation and learning resources.	mathematics; science; information technology; design and technology; music; art.