

# **REPORT**

**on the**

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

**LAKEFIELD PRIMARY SCHOOL  
LAKEFIELD ROAD  
LLANELLI  
CARMARTHENSHIRE  
SA15 2TS**

School Number: 669/2165

Date of Inspection: 6<sup>th</sup> – 9<sup>th</sup> May 2003

**By**

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Under Estyn contract number: T/215/02P

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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:

	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**

Lakefield Primary School was built over 100 years ago and is situated in the old residential area of Llanelli, south-west of the town centre. It is within the county of Carmarthenshire, serves the local area and caters for 273 pupils (full-time equivalent or fte) from 4 to 11 years of age. The school's numbers on roll are below its recommended capacity of 360 but numbers have been steady in the last three years. The headteacher was appointed in January 2000 and has been in post for three years.

- The school reports that 75 per cent of pupils come from homes which are economically disadvantaged and 25 per cent come from homes which are neither prosperous nor economically disadvantaged. The proportion of pupils entitled to receive free school meals is 37 per cent, which is high when compared with the national average, and seven per cent more than six years ago. The pupil population is mostly English-speaking and white. Ten pupils from minority ethnic backgrounds receive extra support in learning English. No pupils speak Welsh as their first language.
- There are 103 pupils on the register of special educational needs (SEN), which at 41 per cent is over twice the national average. Seven pupils have a formal statement of SEN. There are 12 full-time teachers, including the headteacher and one part-time teacher, plus five classroom support assistants, and two NNEB-trained assistants. The school has 10 classes.
- The school's aims are reflected in its brochure, namely, to provide all pupils with a wide variety of meaningful experiences in the form of a broad and balanced curriculum which helps the children to acquire knowledge and skills and to develop their individual talents. Its priorities are to further improve standards and raise the quality of teaching which involves the use of ICT.

## **2. MAIN FINDINGS**

### **The main findings of the report**

Ysgol Gynradd Maesllyn (Lakefield Primary School) is a good and improving school where standards have risen steadily for the last six years.

#### **Standards of achievement**

- Overall, standards of achievement were good in the 66 lessons observed. Standards were satisfactory or better in 99 per cent of the lessons seen, being very good in two per cent of the lessons seen, good in 59 per cent, satisfactory in 38 per cent, and unsatisfactory in one per cent.

### Standards of achievement for children aged under five

- The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Initial assessments show that the achievement of many children on joining the school is below average. Children achieve satisfactory standards in five areas of learning and unsatisfactory standards in language, literacy and communication skills.

<b>The six areas of learning for children under five</b>	<b>Standards of achievement Reception</b>
Language, literacy and communication skills	Unsatisfactory
Mathematical development	Satisfactory
Knowledge and understanding of the world	Satisfactory
Personal and social development	Satisfactory
Creative development	Satisfactory
Physical development	Satisfactory

### Standards of achievement for pupils by the age of 7 and 11

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh second language	Good	Good
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Good
Science	Satisfactory	Good
Design and technology	Satisfactory	Good
Information and communications technology (ICT)	Satisfactory	Satisfactory, overall, with very good standards in Y5
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Good
Music	Satisfactory	Good
Physical education	Satisfactory	Satisfactory
Religious education	Good	Good

- In the 2002 National Curriculum (NC) assessments, in KS1, pupils' achievements were below LEA and national results in all three core subjects. No pupils achieved the higher Level 3 in writing or science.
- In the 2002 NC assessments, in KS2, the school's results were above the national average in English, but below average in mathematics and science. The proportion of pupils who have attained NC Level 4 or better in all three core subjects has risen steadily from 31 per cent six years ago to 59 per cent in 2002.
- The school's results compare favourably with those of schools in a similar context. Most pupils achieve well, relative to their abilities, and value their school studies.
- Pupils with special educational needs (SEN) in mainstream classes in KS1 and KS2 achieve satisfactory standards, and make satisfactory progress, relative to their ages and abilities.

- Standards in the key skill of listening are good, and in speaking, reading, writing, numeracy and ICT are satisfactory.

### **The spiritual, moral, social and cultural development of pupils**

- The provision for pupils' spiritual, moral, social and cultural development is good. The overall quality of assemblies and acts of collective worship is very good. Pupils' responses to the school's provision for spiritual, moral, social and cultural development are good.

### **Pupils' behaviour and attitudes to learning**

- Overall, pupils' behaviour is good and their attitudes to learning are good. The school has a policy to promote racial equality, and has effective measures to prevent racism, bullying, sexism and other forms of discrimination. Attendance rates are just satisfactory, averaging 90% for the past three terms. Instances of unauthorised absence are minimal. The school's progress in meeting targets to improve pupils' attendance is satisfactory. Pupils are punctual and lessons start promptly.

### **The quality of education provided**

- The overall quality of teaching is good, being satisfactory or better in 99 per cent of lessons observed, good in 58 per cent, and very good in 11 per cent. About 30 per cent of teaching was satisfactory. The school has improved the quality of teaching since the 1997 inspection, when 10 per cent was unsatisfactory and only 40 per cent was good.
- The overall quality of assessment and record-keeping is good. The extent to which assessment is used to promote higher standards is good. The arrangements for assessing and recording pupils' achievements are good. The extent to which the school analyses assessment data about English, mathematics and science in order to improve pupils' performance is satisfactory. The reports issued to parents are satisfactory.
- The quality of the curriculum for most pupils in KS1 and KS2 is satisfactory. The school's curriculum meets the requirements of the NC and for religious education but there are inconsistencies in the time allocated for a number of subjects in many classes. The quality of planning for the teaching of key skills is unsatisfactory. The arrangements for personal and social education are satisfactory. Planning for the Welsh Dimension is very good. Through classroom teaching, as well as via the visits they make, pupils gain a broad and informed understanding of the culture and heritage of Wales.
- The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
- There are clear policies and comprehensive schemes of work for all subjects, although they are variable in quality. Most, such as the schemes of work for mathematics and design and technology are good; but those for English and for children aged under five lack detail and have not yet been interpreted sufficiently to reflect the needs of Lakefield pupils.

- The school's provision for extra-curricular activities is good. Teachers and other adults run good extra-curricular clubs for pupils to improve their skills in football, rounders, circus skills and drama, as well as in refining musical performance.
- Pupils' learning is enriched by a broad range of visits within the locality and further afield, including residential visits to the field studies centre at Pendine. Teachers organise visits by specialists to the school. These experiences do much to enrich the curriculum, benefit pupils' learning and help raise standards.
- The quality of support and personal and educational guidance, including the procedures for promoting pupils' health and safety, are good.
- Pupils of all abilities and background have equal access to the whole curriculum and there is a separate policy to promote racial equality but not for the provision of English as an additional language (EAL). Those few pupils for whom English is an additional language are given satisfactory levels of support. Satisfactory provision is also made for pupils with special educational needs (SEN).

#### **The partnership with parents and the community and the school's links with industry**

- The school places great value on its relationship with parents and the community, schools and other institutions and enjoys good partnerships in all these areas. Overall, links with the community help pupils' development and standards considerably. The school has drawn up a home/school agreement which it distributes to parents annually, and all parents return this. The overall quality of the school's partnership with industry is satisfactory.

#### **The management and efficiency of the school**

- The quality of self-evaluation and planning for improvement is generally good.
- The overall quality of leadership is good and management systems are effective. The headteacher provides the school with good leadership and management. Governors provide satisfactory leadership and undertake their duties conscientiously.
- The headteacher's leadership and vision ensures a strong drive to improve standards. He has successfully established a self-evaluative culture in the school but, as yet, the involvement of the governing body and subject co-ordinators in identifying, monitoring and evaluating the strengths and weaknesses of the school is underdeveloped.
- The quality of subject leadership is satisfactory. Co-ordinators have monitored the quality of provision in some subjects, and schemes of work are being reviewed and updated in a planned cycle of improvement. However, some planning, such as that for English and for children aged under five does not provide enough guidance for teachers.
- Financial management is satisfactory. The school's routine administration and organisation are effective and efficient. The school complies with the statutory requirements and guidelines of the National Assembly for Wales.

- The quality of staffing is good. A caring and conscientious team works well together and the morale of staff is good. Support staff, including external advisers, the secretary, the caretaker, classroom assistants, and cleaners, make a good contribution to the quality of school life.
- The adequacy of the accommodation for the number of pupils on roll is satisfactory. However, the school hall is too small to accommodate the whole school comfortably for daily worship and to successfully teach all aspects of physical education. There are also insufficient exit ways from the hall in the event of an emergency during a school assembly. The lack of an outdoor play area limits the opportunities for children aged under five to improve their physical development or for teachers to integrate physical activities into daily routines.
- The overall quality of learning resources is satisfactory.

**The effectiveness with which the issues identified in the previous inspection have been addressed**

Overall, the school has made good progress in addressing the issues raised in the last inspection and in enhancing and improving the quality of the education it offers to its community.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Overall, standards of achievement were good in the 66 lessons observed. Standards were satisfactory or better in 99 per cent of the work scrutinised, being very good in two per cent of the work scrutinised, good in 59 per cent, satisfactory in 38 per cent, and unsatisfactory in one per cent.

- Initial assessments show that the achievement of many children aged under five on joining the school is below average. Children achieve satisfactory standards in five areas of learning and unsatisfactory standards in language, literacy and communication skills.
- Standards of achievement in the work seen during the inspection were good in Welsh, history and religious education in KS1 and KS2. Standards were satisfactory in KS1 and good in KS2 in mathematics, science, design and technology, art and music. Standards were satisfactory in KS1 and KS2 in English, ICT, geography and physical education.
- In the 2002 National Curriculum (NC) assessments, in KS1, pupils' achievements were below LEA and national results in all three core subjects. No pupils achieved the higher NC Level 3 in writing or science.
- In the 2002 NC assessments, in KS2, the school's results were above the national average in English, but below average in mathematics and science. The proportion of pupils who have attained NC Level 4 or better in all three core subjects has risen steadily from 31 per cent six years ago to 59 per cent in 2002.

- The school's results compare favourably with those of schools in a similar context. Most pupils achieve well, relative to their abilities, and value their school studies although girls tend to do better than boys.
- Pupils with special educational needs (SEN) in mainstream classes in KS1 and KS2 achieve satisfactory standards, and make satisfactory progress, relative to their ages and abilities.

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

Pupils' standards of achievement in key skills across the curriculum are good in listening and satisfactory in speaking, reading, writing, numeracy and ICT. There is no policy for the planning of key skills across the curriculum.

- Pupils concentrate and listen well in lessons. They are attentive and carry out instructions effectively.
- They are often keen to ask and answer questions but do not always use extended sentences. Opportunities for pupils to explain their calculations in mathematics are sometimes missed.
- Pupils' reading skills are used effectively to extend their learning in other areas of the curriculum, particularly in Y6. However, opportunities for individual and group research using books, CD-ROMs or the Internet are sometimes missed.
- Writing standards vary across the curriculum but are generally satisfactory. The overuse of worksheets sometimes restricts the pupils' ability to express themselves for a sufficient range of purposes.
- Mathematics is used satisfactorily to support learning in other subjects. Graphs and tables are used to show results of surveys and investigations in science and geography. Pupils use their measuring skills in some design and technology work but opportunities for a sharp focus are sometimes missed.
- The use of ICT across the curriculum is inconsistent. It is used well in some year-groups, such as Y4 and Y5, to reinforce numeracy and literacy skills, and to conduct research in religious education and history.

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

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

The overall provision for pupils' spiritual, moral, social and cultural development is good. The contribution of assemblies to these aspects of pupils' development is very good. Pupils respond well to the opportunities the school provides.

- The school displays a calm, caring ethos and its values are clearly evident in practice.

- Assemblies offer a very positive start to the school day and are effective in promoting pupils' spiritual development. In KS1, assemblies often give the sense of a special occasion and pupils usually have the opportunity to reflect on the theme explored. In KS2, assemblies help pupils to develop empathy with others and to reflect on turning points in their own lives. They are sometimes quite moving occasions.
- A clear moral code as a basis for behaviour is consistently promoted throughout the school. Pupils show respect for their teachers and, on the whole, for one another. Assemblies are planned carefully to foster pupils' moral development. Moral themes, such as the importance of sharing, are introduced and explored in KS1 and KS2.
- The school provides many opportunities for pupils' social development. For example, in KS2, pupils often collaborate in small groups to share ideas and conduct an experiment in science lessons. The recently-formed school council consists of two pupils from each year group, voted for by their peers, and they take their responsibilities seriously.
- Pupils develop an appreciation of their own and other cultures in a variety of ways. They listen to music from a wide range of cultural traditions as they enter and leave assembly. They learn about famous Welsh people in history and participate every year in Eisteddfodau. They are developing an awareness of festivals and celebrations in world faiths through their religious education.

## **4.2 Behaviour and attitudes**

Overall, pupils' behaviour and their attitudes to learning are good. The school is a happy, supportive and orderly community.

- The school is successful in its aim, set out in the prospectus for parents, that 'children conduct themselves in a courteous and orderly manner and show respect and consideration for others at all times.
- The headteacher, teaching and support staff have high expectations of pupils' behaviour and pupils respond positively to their calm and consistent approach.
- The school has a very effective policy and set of procedures to promote positive behaviour, drawn up in partnership with the secondary school to which pupils transfer. The headteacher and staff implement the policy fairly and consistently.
- The quality of relationships throughout the school is good and this contributes significantly to pupils' self-esteem, confidence and positive behaviour. Pupils' relationships with teachers and support staff are mutually respectful and friendly. Pupils are courteous, polite and relate well to each other, to staff and to visitors.
- Pupils have good attitudes towards learning. They listen carefully to their teachers, co-operate willingly with adults and their fellow pupils, settle quickly to task and sustain concentration. They are interested in their work, are keen to do their best and they take pride in their achievements which they readily share with others.
- Pupils' good behaviour is evident not only in lessons but also in morning worship, in their playground games, at meal times and in their orderly movement around the school.

Lunchtime is a pleasant, social occasion where pupils display good manners and enjoy positive relationships with mid-day supervisors. The regular presence of the headteacher in the dining room and the playground throughout break-times contributes to the good order.

- Teachers celebrate pupils' good behaviour and hard work in the classroom and in whole school assemblies. Staff use praise to good effect to encourage and support pupils throughout the school day.
- The behaviour of a minority of pupils presents particular challenges to staff. Good procedures are in place to monitor the behaviour of these pupils, to encourage acceptable behaviour and to involve parents and the behaviour support unit of the LEA when necessary. When standards of behaviour fall below expectations, the headteacher and staff apply discipline firmly, quietly and calmly.
- The school actively promotes the values of tolerance, kindness and fairness. The headteacher and staff take the issues of bullying, racism and sexism very seriously, and have sought to bring about higher standards of behaviour than were reported on in the 1997 inspection. Procedures have been reviewed and refined over the last three years to deal effectively with the few incidents brought to the attention of staff. No incidents of bullying or discrimination were observed during the inspection.
- Five pupils were excluded on a temporary basis during the past twelve months. These exclusions were carefully considered by the headteacher and appropriate procedures were followed.
- Parents value the efforts of the school in developing high standards of behaviour and are very supportive of the values that the school promotes.
- The good standards of behaviour, overall, and pupils' good attitudes to learning contribute to the efficient functioning of the school, to the standards achieved and to pupils' personal development.

### **4.3 Attendance**

Attendance rates are just satisfactory, averaging 90 per cent for the past three terms.

- The school places a high priority on attendance and punctuality and is working diligently to improve attendance rates.
- The majority of pupils are punctual and keen to attend school. Registration sessions and lessons start promptly. However, despite the school's best efforts, a small minority of pupils arrives late for the start of the school day.
- The headteacher monitors attendance and punctuality carefully. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary.

- Registration is conducted efficiently and in accordance with statutory requirements. Attendance registers are marked and maintained correctly and teachers are rigorous in recording and reporting pupils' absence.
- With the help of a KS2/KS3 grant, the school has employed the services of a home/school liaison officer to work with pupils whose attendance gives cause for concern. Individual pupils with attendance problems are identified, contact is made with parents at an early stage, and support for families is made available. Whilst this initiative has not yet had a significant impact on the overall rates of attendance for the school, the practical support for individual pupils and their families has increased.
- Regular and effective liaison also takes place with the Education Welfare Officer (EWO).
- A small number of pupils have unsatisfactory rates of attendance and this is having an adverse impact on the continuity of their education and the standards they achieve. The school makes every effort to improve the attendance rates of these pupils but is often hampered by parental condoning of absence.
- The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of a few pupils' formal education and on overall rates of attendance for the school. This factor contributed to attendance falling below satisfactory levels in the summer term of 2002.
- The school has set a target of achieving satisfactory attendance rates, in excess of 90%, in all year groups. The high priority afforded to attendance and punctuality is frequently made known to pupils and parents.
- The school complies fully with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

The overall quality of teaching is good and is a strength of the school. The quality of teaching was very good in 11 per cent of lessons seen and good in 58 per cent. Teaching was satisfactory or better in 99 per cent of lessons, being satisfactory in 30 per cent and unsatisfactory in one percent.

#### **Good features**

- Teachers know their pupils well, value them as individuals and establish good relationships with them. They display a caring attitude towards them and offer a firm, fair and consistent approach to discipline.
- Teachers demonstrate a good knowledge and understanding of the subjects they teach. Those who are not native Welsh speakers, make positive efforts to teach and learn Welsh and there are four teachers who speak Welsh as their first language and this underpins the high quality of Welsh teaching.

- The Welsh language has a very high profile in the school and the regular use of incidental Welsh, the weekly Welsh-medium assemblies, the enthusiasm of the headteacher and staff and the very effective input of the *Athrawes Fro*, have had a major impact on raising standards of listening, speaking, reading and writing in Welsh.
- Many teachers have specialisms which they teach to a range of classes. The headteacher and deputy headteacher, for example, have very good subject knowledge in music and Welsh and encourage pupils to sing and pray in Welsh in school assemblies often.
- Teachers plan effectively for the development of pupils' knowledge and understanding in most areas of the curriculum.
- Teachers make clear what they expect of pupils in terms of achievement and behaviour. They use praise judiciously and help build pupils' self-esteem. Throughout the school, teachers focus particularly on what pupils can do and create a positive climate for learning.
- Teachers use a sound range of organisational strategies. They provide pupils with opportunities to work as a whole class, in groups, pairs and as individuals. They also use a good mix of teaching techniques to enliven their lessons.
- Teachers match work satisfactorily to pupils' abilities. They also make satisfactory provision for pupils with special educational needs as well as for those pupils who are learning English as an additional language.
- Teachers provide pupils with exemplars of the standard of work expected of them. Pieces of work are read aloud to the whole class and pupils focus upon various good features.
- In the best lessons, teachers encourage pupils to develop an enquiring attitude to learning by asking, as well as answering, searching questions in, for example, Y6 science or art lessons.

### **Shortcomings**

- In the minority of lessons, tasks are not matched well to pupils' abilities, either in relation to their ages or their abilities.
- A number of teachers have had only basic training in the use of ICT, and require further guidance.

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

The arrangements for assessment and record-keeping are good. The quality of annual reports to parents is satisfactory.

- Baseline assessments for reception children inform the teacher's planning of work and also gives early warning for identifying pupils with special educational needs.

- Assessment is through observation of pupils, talking and listening to them, looking at their work, marking and annotating and through formal or informal tests.
- Teachers keep detailed and useful records of individual pupil's progress. Each teacher completes a weekly class assessment sheet in English and mathematics, a monthly assessment sheet for science and Welsh, and termly assessments for the other foundation subjects. Following analysis of results, teachers set individual targets in mathematics and English.
- A monthly written comment on progress and social issues is completed for each pupil.
- At the beginning of each academic year, teachers judge what level each pupil is performing at in the core subjects and sets a target for that pupil to reach by the end of the year.
- The marking of pupils' work is regular and generally positive and encouraging.
- Arrangements for the assessment of pupils with SEN are good, with records well kept and maintained.
- Annual reports to parents sometimes refer to effort or attitude rather than identifying specific strengths or weaknesses. Targets for raising achievement in the core subjects are not identified in the report but are passed on to parents at other times, such as in formal parents' meetings.

### **5.3 Curriculum**

The overall quality of the curriculum provided for children aged under five, and for most pupils in KS1 and KS2 is satisfactory and meets the statutory requirements of the NC and for religious education.

- There are clear policies and comprehensive schemes of work for all subjects, although they are variable in quality. Most, such as the schemes of work for mathematics and design and technology are good; but those for English and for children aged under five lack detail and have not yet been interpreted sufficiently to reflect the needs of Lakefield pupils.
- Teachers' planning identifies the learning objectives and assessment opportunities but does not clearly identify the key skills to be developed in different subject areas and, as such, opportunities to improve key skills are missed.
- The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
- Some subjects, such as physical education and design and technology are not taught for the nationally-recommended amount of time. On occasion, the curriculum lacks overall balance.
- Most teachers set homework to complement classwork, reinforce pupils' learning and help them develop a sense of responsibility, but this is not done consistently in every

class. The school has an appropriate home-school agreement in place, which all parents respond to well.

- The school's provision for extra-curricular activities is good. There is a range of activities, including those for sport and music, which help enhance pupils' personal and social skills as well as their knowledge and understanding.
- Regular educational visits and visitors enrich the curriculum and there are close links between the school and the community.
- Arrangements for personal and social education, including drug awareness, health and sex education are satisfactory. The school places a strong emphasis on good relationships between teachers and pupils and on raising pupils' self esteem.
- Pupils of all abilities and background have equal access to the whole curriculum and there is a separate policy to promote racial equality but not for the provision of English as an additional language (EAL). Those few pupils for whom English is an additional language are given satisfactory levels of support.
- The Welsh Dimension of the curriculum is promoted very well through subjects such as history, geography, religious education, art and music. Teachers help to raise the profile of Welsh culture in the school through celebrations of St David's Day, the running of an Urdd club and participation in local and county Eisteddfodau.
- The use of ICT to support learning in the full range of subjects is satisfactory. The provision of resources in many subjects positively enhances the curriculum.

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

The school makes good provision for the support, guidance and welfare of pupils.

- The school is a happy and supportive environment based on good relationships between adults and pupils. Pupils feel secure and valued by staff; they readily turn to adults for help and support, and are listened to and treated with respect.
- The headteacher, teaching and support staff know pupils well and are sensitive to their individual needs. Staff effectively monitor and support pupils' academic progress, their social development and their personal welfare.
- Pupils are encouraged to become actively involved in making decisions within the school. The recently formed school council is a good forum where pupils' concerns, ideas and opinions are sought. The headteacher and staff listen carefully to pupils' recommendations and often act upon them. Pupils are increasingly being given a sense of ownership of their school and they respond maturely to their responsibilities on the council.
- The school has a detailed policy and set of procedures to promote health and safety, which are implemented and monitored carefully by staff and the governing body. Staff are particularly vigilant when pupils use the internal and external stairs in the building.

- Aspects of hygiene, health, sex education and drugs awareness are incorporated into a sensitive personal, health and social education (PSE) programme. The school is making every effort to encourage pupils to recognise the benefits of a healthy diet. The school's healthy-eating tuck shop is well supported by pupils.
- A policy and procedures are in place to deal with child protection issues and all staff are made aware of the correct procedures to be followed.
- Pupils are well supervised at break and lunch times, and mid-day supervisors make a valuable contribution to the care and welfare of pupils.
- Procedures are in place to support pupils with specific medical needs and to deal with sickness, accidents and emergencies.
- All pupils are fully included in the life and work of the school. Good policies and procedures for equal opportunities, race equality and social inclusion are in place.

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

The school's overall provision for pupils with SEN is satisfactory. Pupils with SEN make satisfactory progress and achieve satisfactory standards in relation to their abilities. Support is provided for seven pupils with statements of SEN, for twenty pupils identified at the School Action Plus stage and for seventy-six pupils identified at the School Action stage of the revised SEN Code of Practice. Over 40 per cent of pupils in the school are on the SEN register.

- A variety of assessment strategies are used to identify pupils with SEN. As well as information from formal tests, class teachers' observations of pupils' progress may reveal a cause for concern. Their concerns are then formally recorded and the precise nature of the concern is described, including sources of evidence and the pupils' strengths as well as their learning needs.
- Pupils' Individual Education Plans (IEPs) contain specific and relevant targets for achievement. They are drawn up by the SEN support teacher, in consultation with class teachers, and provide useful guidance for class assistants and other people who work with the pupil. IEPs are regularly reviewed and new targets set. However, they do not indicate how account is taken of parents' or pupils' perspectives on their needs.
- Pupils with statements of SEN receive effective full time support within the classroom. Their support assistants are knowledgeable about their needs and enable them to benefit from access to a broad and balanced curriculum.
- Other groups of pupils with SEN receive support in small withdrawal groups. Here they work purposefully on tasks related to the targets identified in their IEPs and make satisfactory progress. However, their work sometimes lacks variety and timetabling arrangements mean that pupils with SEN often miss important lessons, such as mathematics.

- The quality of planning to meet the needs of pupils with SEN in mainstream classes is inconsistent. In most classes in KS2, teachers use a variety of approaches which are adapted well to their needs and they achieve well and make good progress. Planning for the needs of pupils of different abilities in KS1 is underdeveloped.

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

The school places great value on its relationship with parents and the community, schools and other institutions and enjoys good partnerships in all these areas.

- Many parents are highly supportive of the school. They appreciate its welcoming nature and value the ready access they have to the headteacher and staff. Parents express a high level of satisfaction with the aims and values of the school and the high expectations of good behaviour and achievement that the school successfully promotes. A useful home/school agreement has been drawn up, which has readily been accepted by parents.
- Parents are kept well informed through regular newsletters, an informative annual report of the governing body and by termly curriculum information. The school prospectus is currently being updated to ensure all statutory requirements are met. Parents particularly appreciate the daily, informal contact they have with the headteacher and staff at the start and end of the school day.
- Parents and friends make a valuable contribution to the life and work of the school. Many give freely of their time helping out in the classroom, accompanying pupils on educational visits and in fund-raising for the school. The school's active Parent and Teacher Association (PTA) organise social and fund-raising events, which enhance links with the local community and provide the school with a valuable source of additional income. The contribution of parents and friends is greatly valued by the headteacher and staff, and parents make a positive contribution to pupils' learning.
- Good pastoral and administrative links are developing with the Copperworks Infant School from which some pupils transfer and with Coedcae, the receiving secondary school. Curriculum links are developing well with both schools; regular liaison meetings, an exchange of information and ideas, teacher exchanges, joint in-service training and the introduction of bridging units that span the key stages help to promote continuity of education for pupils.
- Arrangements for the transfer of pupils are good and ensure that new pupils settle in quickly, and that Y6 pupils look forward to secondary school with confidence. In the last year, for example, Y6 pupils have enjoyed a series of opportunities to participate in art and drama lessons at Coedcae.
- The school has established successful partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. Students from local secondary schools regularly undertake work-experience placements at the school. All students are well supported by staff and they make a positive contribution to the life of the school.

- The school's reputation has grown in recent years. It is valued by the community which it serves and enjoys good links within the local community; productive links with local churches and chapels are particularly beneficial. Good use is made of the community as a learning resource; educational visits and the expertise of members of the local community make a positive contribution to pupils' standards of achievement in a number of curriculum areas.
- Overall, the productive links that the school enjoys with parents and community, schools and other institutions have a positive impact on pupils' motivation, standards of achievement and personal development.

## **5.7 Partnership with industry**

The school's partnership with industry is satisfactory.

- The school has no formal policy for industry links but some effective strategies are in place to raise the economic and industrial understanding of pupils and to give them insight into the world of work.
- No teachers have yet undertaken a relevant industrial placement with a view to enhancing professional development or enriching curriculum provision for pupils.
- The headteacher enjoys a successful management partnership with a senior manager in a major supermarket, which has contributed to his professional development.
- Through their visits to the town centre, pupils are gaining insight into different working environments and an understanding of the work undertaken in their area. Talks from visitors including professional artists, a school crossing patrol officer, personnel from a local woollen mill and the police has had a positive impact on pupils' learning and understanding of the world of work.
- Older pupils are beginning to recognise the economic and industrial changes taking place in Llanelli. They understand the importance of coal, steel and copper in the history of the town and recognise environmental changes in land use, for example, with developments such as Sandy Water Park and the Millennium Coastal Path.
- Older pupils' understanding of the work of the emergency services has been enhanced by their involvement in the 'Crucial Crew' programme.
- Pupils' motivation and standards of achievement have been enhanced by the links with business and industry that already exist.

# **6. MANAGEMENT**

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

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

- The school has responded effectively to the key issues identified in the last report.

- The governing body makes a satisfactory contribution, ensuring the school keeps its policies and practice under review.
- Procedures are in place for evaluating the school's performance, including the monitoring of teaching and learning.
- The school improvement plan (SIP) is a useful working document, with clear priorities, costings and success criteria. Previous priorities have been successfully implemented and have had a positive effect on standards. The professional development activities of all staff are closely linked to the SIP and are monitored for their impact on school performance.
- Self-evaluation of assessment arrangements are on-going and the aspects of recording, analysing results, setting targets and tracking pupils are developing well.
- The headteacher's leadership and vision ensures a strong drive to improve standards. He has successfully established a self-evaluative culture in the school but, as yet, the involvement of the governing body and subject co-ordinators in identifying, monitoring and evaluating the strengths and weaknesses of the school is underdeveloped.

## **6.2 Leadership and efficiency**

Both the quality of leadership and the efficiency with which the school is run are good.

- The headteacher provides clear and purposeful direction for the work of the school and its future development. The school has responded successfully to the challenges presented since the last inspection. It is moving forward well and standards have risen.
- The school runs smoothly. Routine administration and organisation are good, with appropriate systems in place.
- Subject coordinators are in place for all areas of the curriculum. They work hard, advising colleagues, scrutinising planning and looking at pupils' work. They have been closely involved in refining schemes of work but less involved in monitoring and evaluating teaching.
- The governing body is very supportive of the school but, as yet, its members rely too heavily on the headteacher to guide them.
- The school budget is managed satisfactorily by the headteacher, with the support of the governing body. Decisions on expenditure are closely linked to the priorities identified in the SIP.
- The headteacher's leadership style is to lead from the front in all aspects of school life. This has been a very necessary feature of the school's steady improvement under his direction. However, other members of staff have not yet had enough opportunities to develop management skills and take responsibility for their subjects.

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

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

- There is a sufficient number of well-qualified and experienced teachers.
- Staff attend appropriate in-service training courses which are satisfactorily linked to both school and personal needs. A number of teachers, though, require further training in the use of ICT.
- All teachers have a job description but the non-teaching staff have not yet received one.
- The adequacy of the accommodation for the number of pupils on role is satisfactory. However, the school hall is too small to accommodate the whole school comfortably for daily worship and to successfully teach all aspects of physical education. There are also insufficient exit ways in the event of an emergency during a school assembly.
- Good use is made of pupils' work to create a bright and colourful environment.
- The quality of learning resources is adequate in most subjects. They are used and managed well.

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

### **Standards achieved by pupils**

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

The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The school has no provision for children aged 3 to 4, and children enter at the age of 4 into the Reception class. Most children have had pre-school experiences in local nurseries or playgroups. The Early Years curriculum is planned in accordance with the six areas of learning for children of this age, but the range of activities offered lacks variety and the educational purpose of some of them is unclear. Standards are unsatisfactory in language, literacy and communication skills but they are satisfactory in the other five areas of learning.

#### **Good features**

- Many children enter the Reception class with vocabulary and language skills that are below average for their age. However, most of them talk for a range of purposes and interact well with one another during their activities. They hold a book the right way and can interpret the pictures to recount elements of a story. More able children can read a simple text and recognise familiar words and make satisfactory progress in writing over the teacher's writing, to under-writing and copying independently,
- Most children work together harmoniously and show a satisfactory degree of concentration when they are interested in their tasks. They show appreciation of the

efforts of other children, for example, when individuals go to the front of the class to demonstrate how to form a letter on the whiteboard. Most can dress and undress independently for physical activities; others do so with help. They are becoming aware of different cultures, for example, through their exploration of Diwali.

- Most children recognise numbers from 0 to 10. They can match numbers to their signs and sounds and can place them in the correct order. They can count forwards and backwards and say which number comes after any number up to 10. More experienced children can write and calculate simple addition sums up to five and are beginning to understand the concept of subtraction.
- Children recognise a number of forms of transport and know that not all of them need wheels. They are beginning to distinguish between the past and the present and can compare 'old' and 'new' cars, boats and lorries. They are becoming aware of their own cultural traditions, such as St. David's Day and of celebrations in other cultures such as Chinese New Year. They are aware that clothes are made from different materials and which ones are appropriate for different types of weather. Children are beginning to familiarise themselves with computers.
- Most children move around the hall with confidence and enjoyment and show good control of speed and direction in order to avoid one another. They respond enthusiastically to suggestions for different movements in their re-enactment of a journey by car. They handle small tools such as paintbrushes and scissors with increasing control and most of the older children hold a pencil correctly.
- Children produce some good drawings of vehicles with wheels using crayons and chalks. They choose different colours to work with and speak with confidence about their finished pictures. They enjoy handling paint and competently cut out pictures of vehicles and paste them to make a collage.

### **Shortcomings**

- Opportunities for children to develop their language, skills and understanding in all areas of learning, through well planned and supported play activities and other practical experiences, are often missed. A minority of children do not listen well and become restless, particularly during lengthy whole class sessions. They are, at times, uncertain about what they should be doing.
- There are insufficient opportunities for children to develop a love of books, an understanding of print and to acquire new vocabulary through a diet of stories, songs and rhymes.
- Children write for a limited range of purposes and some of the content, such as in their news books, is repetitive. Younger and less able children often struggle to copy letters, words and numbers when they have not yet developed the fine motor control required for writing and when they cannot read what they have written.
- The lack of an outdoor play area limits the provision for children's physical development or the opportunity to integrate physical activities into daily routines.

- Much of children's artwork depends on templates or outlines, which restrict their imagination and ability to explore, experiment and create individual representational images from a wide range of materials.

## English

Standards of achievement are satisfactory in KS1 and KS2, with good standards in Y6.

### Good features

- Many pupils have below-average standards in language and communication skills when they join the school in Reception but they make good progress by the end of Y6.
- Most pupils in KS1 listen attentively to their teachers' explanations and to other pupils' contributions. They listen well to and enjoy stories, for instance, about *Elmer the Elephant*.
- They speak in a variety of contexts with increasing confidence and are keen to answer teachers' questions and offer their own comments and observations.
- Standards in reading are satisfactory in KS1. Pupils display a sound understanding of the characters, settings and structure of stories. Some can identify an exclamation mark in a Big Book.
- By the end of KS1, abler pupils read unfamiliar texts with confidence and fluency. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. They generally apply their knowledge of letter/sound correspondences effectively when they meet an unfamiliar word.
- Standards in spelling are good and many can differentiate correctly when spelling synonyms such as *care*, *stair* and *bear*.
- Pupils make satisfactory progress in their writing during KS1 from emergent to independent writing. They write for a range of purposes and audiences and by the end of the key stage most pupils can write a story using some of the key features of narrative. The handwriting of most pupils is legible, printed and fairly regular.
- More able pupils write at some length. Their writing is well organised and they are beginning to plan, draft and revise their work. Their writing is good when they write in response to a stimulus that has inspired them.
- Pupils in KS2 listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most are able to give answers, in writing and verbally, in full sentences.
- They make good progress in speaking for different purposes and audiences and collaborate effectively in discussions. Y4 pupils understand that *alliteration* involves words which sound the same and start with the same letter.

- Pupils in lower KS2 read aloud clearly and confidently to a satisfactory standard.
- Pupils in Y3 understand and use the conventions for writing letters, and some of them are beginning to show an awareness of different degrees of formality.
- Y6 pupils ask questions about a topic they are investigating and suggest appropriate sources of information. They skim the pages to find the answers to their questions and use dictionaries and glossaries to find the meaning of unfamiliar words. Most pupils read fluently and discuss plot and character with some insight.
- Standards in writing are good in KS2 and there are some instances of very good writing, for example in project work on World War II. Their writing shows a good command of the characteristics of persuasive writing as well as very good use of punctuation.
- Pupils are developing styles of writing for a variety of purposes and are beginning to use the characteristics of different kinds of writing.
- Pupils who have special tuition in English as an additional language are making satisfactory progress.

### **Shortcomings**

- A substantial minority of KS2 pupils have unsatisfactory reading standards.
- Pupils with English as an additional language do not make good progress because they have insufficient extra support.
- Because the scheme of work lacks sufficient detail, pupils in different year groups do not make sufficient progress, and sometimes study the same topic in Y4 as in Y5.
- Standards in the use of ICT for writing and presentation are underdeveloped in some classes.

### **Mathematics**

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

### **Good features**

- Younger pupils in KS1 quickly become familiar with number symbols and sequences and are beginning to absorb the basic principles of addition and subtraction.
- Pupils in Y2 can name and order numbers to 100, and sometimes beyond. They count forwards and backwards from any given point confidently in twos, fives and 10s and are beginning to recognise and use simple number patterns. They have a good recall of number bonds to 10 and they have a clear understanding of the concept of rounding up to the closest multiple of 10.

- Pupils throughout the key stage recognise the value of coins and can undertake simple transactions involving the totalling of coins and the giving of change.
- They can name and describe basic shapes confidently. They know that various data can be gathered and displayed using pictographs or block graphs.
- In KS2, pupils have a good knowledge of place value and the four rules of number. Older pupils confidently use negative numbers as grid references and understand the relationship between fractions, decimals and percentages.
- Pupils can estimate and measure accurately in standard units, calculate the perimeter and area of regular shapes, and recognise the main characteristics of 2D and 3D shapes.
- They are able to collate data, which is often based on class questioning, or on investigations in other subjects, and they draw and analyse various forms of graphs with good understanding.

### **Shortcomings**

- In KS1, pupils' ability to estimate and use standard units of measure is underdeveloped.
- Pupils' range of mental strategies is narrow in some year groups because of the lack of opportunities to develop and explain their own methods.

### **Science**

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

#### **Good features**

- In KS1, pupils observe and record in drawings, captions and writing the growth of a hyacinth bulb and the stages of development of a bean plant. By Y2, they can recognise and name the parts of a bean plant.
- Pupils in Y1 understand that everyday appliances use electricity and that electricity can be dangerous. By Y2, most pupils understand that a break in a circuit means that a bulb will not light. More able pupils write short sentences to communicate their understanding and to explain some of the hazards and risks associated with electricity.
- Pupils understand the way some everyday materials change when they are heated. For example, they observe that bread becomes crispy, hard and brown when toasted and that it also gains heat and smells differently. More able pupils in Y2 make reasonable predictions about how bread will change when toasted.
- Pupils in KS2 make good progress in their skills of scientific enquiry and in their knowledge of aspects of the natural world, of materials and their properties and of physical processes.

- They show an increasingly sophisticated understanding of how to carry out a fair test. They report their findings in a variety of ways, orally and in writing, using tables, charts, simple graphs and ICT, where appropriate. They increasingly use relevant scientific vocabulary effectively to offer predictions and describe their observations and results.
- Pupils in Y3 have a sound understanding of the parts of a plant: roots, leaves, stems, fruits and flowers. They understand some of their functions and make sensible estimates about which parts of the plant are eaten: the fruit of tomatoes, the stem of rhubarb. They know that a variety of foods, such as bread and chips, were originally plants.
- In their investigation into which materials dissolve in water and which do not, Y4 pupils demonstrate good understanding of the properties of liquids and solids. They know what constitutes a fair test and the importance of accurate measurements for reliable results. They make sensible predictions, based on previous knowledge.
- Pupils in Y5 have a secure understanding that sounds are made when objects vibrate. They observe carefully the effects of a tuning fork on a ping pong ball, and in water, and offer good explanations for their observations, using appropriate scientific terminology.
- By the end of KS2, pupils know how to carry out a systematic enquiry and how to control a number of variables to make a fair test. They negotiate and agree safety issues. They ask some perceptive questions about their experiments into dissolving and can suggest ways of reversing the process through evaporation, filtering and sieving.

### **Shortcomings**

- Pupils in KS1 have an insecure grasp of some of the key skills of scientific enquiry, such as how to plan an investigation. They communicate their findings in a limited range of ways and do not make sufficient use of ICT to handle and present scientific information.
- Y2 pupils do not achieve as highly as they might because some of their tasks lack challenge and are insufficiently differentiated from those offered to Y1 pupils.

### **Welsh second language**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1 and KS2, pupils sing Welsh hymns and repeat prayers in Welsh. They show a positive and enthusiastic attitude towards learning the language and they understand what is said to them during the day when there is extensive use of incidental Welsh.
- Pupils respond well to simple greetings, comments and questions and they pronounce words clearly when speaking and reading.
- In KS1, pupils perform simple action songs, count to 20 and beyond, name colours and can make simple comments about how they feel and about the weather.

- They answer questions, based on simple stories they have read, accurately and confidently. They are beginning to write simple statements about themselves, using set phrases.
- In KS2, pupils complete a succession of written tasks in their workbooks correctly, and read with confidence and understanding. Examples of their written work, published recently in the local Welsh newspaper, show that they can express themselves clearly.
- They understand a variety of everyday classroom instructions and questions, responding confidently in full sentences.
- Older pupils are developing the use of the past, present and future tenses when asking or answering questions.

### **Shortcomings**

There are no significant shortcomings.

### **Design and technology**

Only one lesson was taught during the inspection. From that and other evidence, standards of achievement are satisfactory in KS1, and good in KS2, particularly in Y5 and Y6.

### **Good features**

- In KS1, pupils make good use of construction kits. They cut and shape, stick and glue, fold and twist various items, using a range of materials and components effectively.
- They have created Christmas cards which use simple levers to move parts.
- In KS2, Y3 pupils have designed mugs and drinks.
- Pupils are developing the ability to design, choosing the appropriate materials and tools, for photograph frames, and the frames on display were of good quality.
- Their ability to join different materials together in different ways is good, as is their ability to ensure a stable structure. These skills are used effectively in their construction of houses and in their bread-making in Y5.
- They consider fitness for purpose and what materials and tools to use in very good examples of plates in the style of *Llanelly pottery*.
- Their knowledge of reciprocating movement, using linkage, guides, handles, levers, pivots and split pins, is growing.
- Pupils test their finished products, discuss their merits and defects, and look for possible ways of improvement.

## **Shortcomings**

- Standards in the use of ICT and numeracy as a part of design and technology lessons are low because computers are not used enough.

## **Information and communications technology (ICT)**

Standards of achievement are satisfactory in KS1 and KS2. Standards in Y5 are very good.

### **Good features**

- Pupils learn to use ICT to communicate and handle information to some degree in a range of subjects. They have used a digital camera well to record their work and started to use electronic imaging applications.
- In KS1, concepts of control technology are introduced when the teacher shows pupils how to program a robotic toy. Pupils develop their understanding of mathematics as well as ICT through learning how to control this robot. Their ICT skills are in general average.
- They have developed a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool bar such as the airbrush, the spray and the pen.
- In KS2, pupils have had some experience in conducting Internet research about Welsh history topics such as the Rebecca Riots. Most pupils can access appropriate sites on the Internet but some have too few opportunities to put their learning into practice.
- Pupils can find appropriate files in their own directories on a hard disk, and can open and use them. Pupils are encouraged to use computers to support their research, for example, by using encyclopaedias on multimedia compact discs.
- Pupils have improved their ICT capability in their wordprocessed writing, for example, by using a range of fonts and styles of text in poetry and letters.
- They have used computers in their scientific investigations to record and tabulate fair tests, as well as to chart the birthdays of class members.
- In physical education, pupils have created exercise graphs as well as charts of the nutrients eaten in an average week.
- In English lessons, pupils have written fables and other stories with a moral, using computers to print out and display their work. Some have also created some good PowerPoint presentations.
- The work of Y5 pupils is generally very good and is presented and celebrated well in three portfolios. Some of this work was at NC Level 5 in that pupils are able to compare the fitness for purpose of a number of different software applications.

## **Shortcomings**

- Too few pupils can use spreadsheets for calculations which use formulae.
- In a number of classes, pupils use ICT in a range of subjects but do not get enough opportunities to develop basic skills in discrete ICT lessons.

## **History**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- Pupils in KS1 have acquired knowledge about history through studying objects and artefacts from the past and through discussions with their teachers about the conditions endured by Victorian children who worked in coal mines.
- Pupils have some understanding of the chronological order in which important historical periods and events happen through their work on timelines. In Y2, pupils show a good understanding of the conditions in schools and homes in Victorian times. Pupils knew that life for poor Victorian children was often harsh. They understood that changes have taken place in standards of living between then and now.
- Pupils in Y3 show good standards in their work on the Celts. Their observational skills were good and they knew that two important groups of people in Celtic society were the warriors and the druids.
- Pupils in Y4 are improving their understanding of what chronology means, some saying that it starts with events that happened long ago.
- Pupils knew that when Henry VIII was king, his flagship, the Mary Rose sank in the Thames. They also knew that he belonged to the Tudor dynasty. In studies of ships from different eras, pupils knew that Viking ships needed men to row them, but the Titanic was fuelled by coal.
- Pupils recognise that during Tudor times, men made many long journeys of exploration which often resulted in the acquisition of wealth for explorers and their patrons. They also have learned that conditions on board Tudor ships were often harsh and dangerous. They knew that the lack of suitably nutritious food often resulted in illness. Pupils could name famous explorers such as Drake and Raleigh.
- Pupils recognise that our understanding of history is influenced by the quality of evidence provided by different sources. Pupils in Y6, for example, are aware that primary sources are more reliable than secondary.
- Pupils in Y6 have developed a good understanding about the conditions experienced by evacuee children in World War II through group-discussions and role-plays. Their understanding is given considerable depth through study of high quality artefacts.

- Pupils have developed good standards through school visits to the museum of Welsh life at St. Fagan's, Carew Castle, Abergwilli, Castell Coch, and the Iron Age camp at Castell Henllys.

### **Shortcomings**

There are no significant shortcomings.

## **Geography**

Standards of achievement are satisfactory in KS1 and KS2.

### **Good features**

- In KS1 and KS2, pupils effectively develop their geographical skills, knowledge and understanding through fieldwork. They develop a good understanding of distinctive features of their local area and of contrasting localities within Wales.
- Pupils in KS1 go for walks in Llanelli, identify some of the features that give the town its character and express their views about its most attractive features. They are developing an awareness of where places are in relation to one another.
- Through their comparison of Llanelli with Llansteffan, they are developing their knowledge of similar and contrasting geographical features of places. They can identify differences and similarities in houses and shops and in the location of the two places.
- By Y2, pupils respond to questions about places using simple geographical terms. They can interpret a pictorial plan of Llanelli and use simple co-ordinates to identify key features. They use appropriate geographical terms such as roads, railway and houses.
- Most pupils in Y3 can use sources of evidence, such as photographs of contrasting landscapes, to gain information about places. More able pupils can draw conclusions about reasons for differences and changes in landscapes. They can locate the United Kingdom on a map of the world and plot a route to Lesotho.
- In their study of the river Lliedi, pupils in Y4 communicate their understanding in writing and diagrams of how a river is formed, and use ICT to assist them in presenting evidence. They are developing an awareness of people's responsibility for the environment, for example, the effect of pollution on wildlife.
- By the end of KS2, pupils confidently use four-figure grid references and more able pupils can use six figures. They competently use eight compass points to follow directions and a scale to estimate distances over ground. They are aware of changes to the local environment and some of the reasons for those changes.

### **Shortcomings**

- Pupils in KS1 communicate their ideas and understanding in a limited range of ways and there are missed opportunities to use ICT in their work in geography.

- In KS2, pupils' knowledge and understanding of environmental change, and of social, economic and political issues are less well developed.

## **Art**

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

### **Good features**

- In KS1 and KS2, pupils use the local area effectively to develop their skills of observation and to record the results of their investigations.
- In KS1, pupils apply their skills of making and investigating in their study of a collection of leaves. They discuss the colours they observe and organise them in different patterns, producing interesting images of them using tissue paper, paint and string.
- In relation to their work in geography, they produce some good drawings of important buildings in Llanelli after looking closely at photographs of them. They observe stones and bricks in the school building and make rubbings of them to explore their pattern.
- In KS2, pupils use a good variety of materials and techniques, including ICT, to achieve a range of successful outcomes. In some classes, they prepare and develop their ideas effectively in sketchbooks and are increasingly able to evaluate and modify their work.
- Pupils in Y3 explore the visual language of texture, pattern, colour, tone and line in their study of the built environment and apply their understanding through pencils and pastels. They use a digital camera and scanner effectively to record further images.
- In Y4, pupils experiment with the methods used by Seurat, using the computer and other media. Other pupils have studied the work of Catrin Webster. They experiment with different combinations of colour in weaving with card and paper and use a variety of materials in collages of seascapes and parks in the locality.
- Sketchbooks are used effectively by pupils in Y5 to make preliminary studies of sequences of movements. They respond practically to the methods used by David Hockney and use a digital camera effectively to capture images of pupils' actions. They discuss work in progress as they manipulate the images and modify it when necessary.
- By the end of KS2, pupils control clay very effectively, gradually working it to the desired shape. Their work is informed by their knowledge of the designs of earlier periods. For example, after a visit to Llanelly Pottery they developed their own imaginative designs for plates, which they then made to a very high standard.

### **Shortcomings**

- Pupils in KS1 use a limited range of materials and techniques to make images and objects in two and three dimensions.

- In KS1, and in some classes in KS2, pupils do not regularly and progressively develop their skills of drawing and painting.
- Pupils' understanding of the Welsh Dimension in art is limited because they are not given sufficient opportunities to study the work of Welsh artists.

## **Music**

Standards of achievement are satisfactory in KS1 and good in KS2, with very good standards in singing.

### **Good features**

- In KS1 and KS2, pupils achieve a very good standard of singing. In KS1 assemblies, they enjoy singing familiar songs and hymns in Welsh and English, unaccompanied but with actions. In assemblies in KS2, pupils sing sweetly and in tune with good control of breath and dynamics. They sensitively interpret the words and music of songs they sing.
- Extra-curricular music clubs, such as the choir and recorder groups, make a very good contribution to the musical skills and abilities of those pupils who take part. The school choir successfully competed for the first time in the Urdd festival in 2002.
- Standards are effectively enhanced by very good support from the peripatetic music specialist who works well with class teachers to the benefit of the pupils.
- Pupils in KS1 listen attentively to recorded songs in order to copy the rhythm and can clap in time to the beat. They can follow repeated patterns by using their bodies; clapping, tapping knees or clicking fingers. When given the opportunity to play a chime bar, most pupils come in at the appropriate moment and tap out the rhythm accurately.
- Pupils in Y3 listen carefully to a song about going to the seaside and discuss some of the musical elements they can hear. They suggest a variety of ways to use their voices and bodies to represent sounds heard at the seaside in a piece they intend to compose and perform.
- By Y6, pupils have developed a good knowledge of musical elements such as dynamics, pitch and pulse. During a field visit they composed 'Sounds of Pendine' using a good range of sound sources. They listen to and compare two songs associated with World War II and make some perceptive comments about the musical elements.
- Many pupils get good opportunities to understand the Welsh Dimension in music further through learning and performing Welsh folk songs in lessons and school assemblies. They have also listened to the music of Carl Jenkins in assemblies.

### **Shortcomings**

- Pupils have limited experience of playing a range of tuned and un-tuned musical instruments.

- Pupils have limited experience of experimenting and composing their own music.

## **Physical education**

Standards of achievement are satisfactory in KS1 and KS2.

### **Good features**

- Pupils follow instructions well and work hard with sustained energetic activity and sensible behaviour, to improve their performance. They understand the importance of warm-up activities and the effect of exercise on their bodies.
- In KS1, pupils make good use of space and are aware of others when running around on the yard.
- They are beginning to develop good hand and eye co-ordination when throwing and catching bean bags or quoits.
- In KS2, pupils achieve good standards in passing, receiving and moving with a ball. They show a good competitive and fair attitude in game situations. Regular extra-curricular opportunities help to develop pupils' ball skills, awareness of space and the use of change in speed and direction.
- They are fully aware of the need for basic safety procedures in physical activities.
- Y5 pupils show good balance and body control when creating a sequence of movements in groups, and are beginning to evaluate their own and other pupils' performance.

### **Shortcomings**

- Pupils' gymnastic skills are underdeveloped in KS1 and KS2.
- The present organisation of the curriculum in KS1 adversely affects pupils' standards because insufficient time is available for physical education.
- In some lessons, periods of inactivity restrict pupils' opportunity to practise and improve.

## **Religious education**

Standards of achievement are good KS1 and KS2.

### **Good features**

- Pupils throughout the school follow a sound programme of work, which is based predominantly upon Christian beliefs and teachings.
- Emphasis is placed on helping pupils appreciate the wonders and beauty of the world.

- Good knowledge is shown of the more familiar Bible stories, with older pupils demonstrating a clear understanding of the meaning of parables.
- Pupils get good opportunities to understand more about the Welsh Dimension in religious education through learning about Mary Jones and her dedication to obtaining her own Bible in Welsh, as well as studying the life of Saint David, and the publication of the first Bible in Welsh by William Morgan.
- Most pupils display a good knowledge of the major Christian festivals and can recount them in appropriate detail.
- Regular opportunities are provided for questioning, discussion and the exploration of feelings. They consider the concept of right and wrong, and understand the importance of friends, families and people who help us.
- Pupils are acquiring a good awareness of other faiths and customs. They appreciate that people throughout the world worship and celebrate in different ways.

### **Shortcomings**

There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

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

Good progress has been made in addressing the issues raised in the last inspection report in 1997. The last report identified the following key issues:

#### **Key Issue 1. Raise standards in subjects judged to be unsatisfactory, namely PE in KS1 and English, Welsh, IT, and DT in KS2.**

Good progress. Standards have risen in eleven out of twelve subjects.

#### **Key Issue 2. Improve provision for pupils with SEN.**

Good progress. At the time of the last report provision for pupils with SEN was unsatisfactory. Provision has improved so that it is now satisfactory and the specific shortcomings identified during the last inspection have been addressed.

#### **Key Issue 3. Improve whole-school management, particularly the:**

- **management of the whole-school curriculum**
- **role of the curriculum co-ordinator**
- **deployment and best use of staff**
- **implementation of the assessment policy**

Good progress. There is now greater consistency in the planning and management of the whole-school curriculum. The role of curriculum co-ordinators is satisfactory now, but there is scope to broaden their role and improve their effectiveness in monitoring standards. Staff are effectively deployed, in the main. Assessment was unsatisfactory at the time of the last inspection. It is now good overall.

**Key Issue 4. Review and introduce precise and quantifiable target setting in the SDP in conjunction with the GB and school staff, incorporating curriculum matters, monitoring, evaluation and the key personnel involved.**

Good progress has been made in taking the school forward, although there is scope for further improvement in delegating leadership responsibility to governors and subject leaders.

**Key Issue 5. Review the whole school accommodation and how it can be best used and modified where possible.**

Good use is now made of the accommodation.

**Key Issue 6. Improve home-school relations so that parents develop greater confidence in the school's ability to deal with interpersonal problems.**

Good progress. The partnership with parents is now good.

## **8.2 Key issues for action**

Within the context of a school which has made good progress in improving its provision and the standards its pupils achieve, the governors, headteacher and staff now need to:

- raise standards further in
  - All areas of learning for children aged under five;
  - English, mathematics, science, ICT, geography, art, design and technology, music and physical education in KS1;
  - English, ICT, geography, and physical education in KS2;
- ensure that all subjects are taught for the nationally-recommended amounts of time;
- ensure that the work set for pupils in KS1 is matched closely to pupils' ages, needs and abilities;
- improve the quality of teaching where it is no better than satisfactory;
- improve the planning and teaching of key skills across the curriculum;
- address the health and safety aspects of accommodation raised in the inspection; and
- improve pupils' rates of attendance.

## APPENDIX

### A. Basic information about the school

Name of School	Lakefield
School type	Community Primary
Age -range of pupils	4 – 11
Address of school	Lakefield Road Llanelli Carmarthenshire
Post-Code	SA15 2TS
Telephone Number	01554 773843

Headteacher	Mr P Eyre
Date of appointment	January 2000
Chair of Governors	Mr D Thomas
Registered Inspector	Mr R A Isaac
Dates of inspection	6 <sup>th</sup> to 9 <sup>th</sup> May 2003

### 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	27	22	15	52	53	48	56	273

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	1	12.6

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	21.6 : 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	27.3
Teacher (fte) : class ratio	1.26 : 1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	90	92	92	91.3
Term 2	88	89	89	88.6
Term 3	89	90	91	90

Percentage of pupils entitled to free school meals	37
Number of pupils excluded during 12 months prior to inspection	5

### C. Results of National Curriculum assessments and public examinations

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2: 19					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	5	37	58	0	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	2	5	37	37	21	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	16	5	79	0	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	5	21	53	21	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	0	32	58	11	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	5	95	0	0
		National	0	2	10	68	20	0

CORE SUBJECT INDICATOR: Percentage of pupils attaining at least level 2 in English and mathematics			
by Teacher Assessment			
In School:	68		
In Wales:	81		

National Curriculum Assessment KS2 Results:2002											No. of pupils in Y6: 37	
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	19	27	22	32	0
		National	0	0	1	0	1	5	16	45	29	0
	Test/Task	School	0		0	0	0	0	19	43	38	0
		National	0	2	0	1	0	4	12	41	38	0
Mathematics	Teacher assessment	School	0	0	0	3	0	19	16	33	32	0
		National	0	0		0	1	4	19	46	27	0
	Test/Task	School	0		0	0	0	14	27	32	27	0
		National	0	2		0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	0	0	19	16	41	24	0
		National	0	0		0	0	2	13	49	33	0
	Test/Task	School	0	0	0	0	0	11	16	14	59	0
		National	0	3		0	0	1	10	47	38	N

CORE SUBJECT INDICATOR: Percentage of pupils attaining at least level 4 in mathematics, science, and English			
by Teacher Assessment		by Test	
In the school:	54.1	In the school:	59.5
In Wales:	68	In Wales:	68

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

## D. Evidence base of the inspection

The inspection team of four inspectors, including the lay inspector, was at the school for a total of 12 inspector days.

- During this time, all teachers were visited and all classes were seen. A total of 66 sessions, part sessions or interactions were inspected and a wide range of pupils' work was scrutinised. Inspectors talked to pupils about their work and life in the school, and listened to them reading their own work and extracts from class reading books.
- The full range of documentation made available by the school was scrutinised. Discussions were held with the headteacher, deputy headteacher, governors, teachers, classroom assistants, other staff and pupils. Pre- and post-inspection meetings were held with governors and staff, but only one parent attended a pre-inspection meeting with inspectors. Questionnaires completed by 86 parents were also analysed.

## E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mr R A Isaac Registered Inspector	English Design & technology Information technology History	Context Main findings Standards achieved in subjects and areas of learning Teaching Curriculum Key issues for action
Ms J M H Warr Lay Inspector		Behaviour and attitudes Attendance Support, guidance and pupils' welfare Partnership with parents and community, schools and other institutions Partnership with industry
Ms S J James Team Inspector	Science Geography Music Art	Early Years Spiritual, moral, social and cultural development Provision for pupils with special educational needs Progress since last inspection
Mr M D Jones Team Inspector	Welsh second language Mathematics Physical education Religious education	Standards achieved in key skills across the curriculum Assessment, recording and reporting Quality of self-evaluation and planning for improvement Leadership and efficiency Staffing, accommodation and learning resources

### *Acknowledgement*

*The registered inspector and team wish to thank the governors, headteacher, staff, and pupils for their co-operation and courtesy before and during the inspection.*