

**REPORT**

**on the**

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

**LAUGHARNE VC PRIMARY SCHOOL  
ORCHARD PARK  
LAUGHARNE  
SA33 4TE**

School Number: 669/3003

Date of Inspection: 19-20 November 2001

**By**

**Ms L Thomas**  
Registered Inspector 78384

Under Estyn contract number: T/25/01P

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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**

Laugharne Voluntary Controlled Primary School provides education for pupils between 4-11 years. It is located on the outskirts of the small, historical town of Laugharne in the county of Carmarthenshire. Pupils are admitted to the school at the beginning of the term in which they have their fourth birthday. There are four classes, three of mixed age (Years 1/2; Years 3/4; Years 5/6) and a reception class. There has been a slight decrease in numbers over the last four years from 89 in 1998 to the present roll of 78.

The school considers its catchment area to be neither prosperous nor economically disadvantaged. Seventeen per cent of pupils are registered as being entitled to receive free school meals. The nature of the intake is neither advantaged nor disadvantaged and the intake comprises the full range of ability. There are 12 pupils on the school's Special Educational Needs (SEN) register including one pupil who has a statement of SEN. All pupils speak English as a first language.

At the time of the inspection, the school was operating under very difficult circumstances. Two weeks prior to the start of the inspection, the building housing the two Key Stage 2 classrooms had been condemned as unsafe and, in order to utilise the remaining space to the best advantage, classes had to be moved around. The reception class is now temporarily housed in the hall which is also used for school dinners, assemblies and physical education activities. The Year 5/6 class has moved into the library, the Year 3/4 class has moved into the reception class and the Year 1/2 class has remained in the same place.

The school's main aim is to provide the best possible education for each child within a Christian community. The main priorities for development are:

- to ensure that personal, social and health education (PSHE) becomes an integral part of the school's curriculum;
- develop a school web site;
- develop strategies to ensure that all pupils, but particularly those in Years 1 and 5, achieve their predicted targets at the end of the key stage.

## **2. MAIN FINDINGS**

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

Despite the considerable trauma and upheaval that the school has been through this term, after having two classrooms condemned as being unsafe for habitation, it is to the credit of the head teacher's good quality leadership and the commitment and dedication of the staff, that the education of the pupils has not suffered unduly and that satisfactory or better standards have been maintained in almost all curriculum areas.

#### **Educational standards achieved by pupils**

- The educational provision for children under five is good and successfully promotes the desirable learning outcomes for children's learning. Their standards of achievement are good and they are making good progress in all the areas of learning. Baseline assessments indicate that attainment on entry is average for most children.
- Standards in the six areas of learning are as follows:

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

- In Key Stage 1 (KS1) and Key Stage 2 (KS2), standards of achievement in the different subjects of the national curriculum (NC) are as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Good	Good
Welsh second language	Satisfactory	Unsatisfactory
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Good	Insufficient evidence

Religious education was inspected separately by an inspector from the Diocese.

- In the school's NC teacher assessments in 2001, the percentage of pupils at the end of KS1 that reached level 2 or above in each subject was below the national average. Thirty six per cent of pupils attained at least level 2 in English, mathematics and science in combination compared with the national average of 80 per cent. However, in the test results pupils performed well above the national average in English and mathematics.
- The percentage of pupils at the end of KS2 reaching level 4 or above in each subject comfortably exceeded the national average. Eighty nine per cent of pupils attained level 4 or above in English, mathematics and science in combination compared with the national figures of 63 per cent. The percentage of pupils achieving the higher level 5 in English and mathematics was above the national average, but in science the percentage was well below.
- Pupils' standards of achievement and progress in the key skills across the curriculum are satisfactory.

## **Ethos of the school**

- The overall provision for pupils' spiritual, moral, social and cultural development is good and reflects the positive and caring ethos of the school.
- The quality of pupils' behaviour and attitudes to learning is good. Pupils behave well in class and at break times. They mostly show very positive attitudes to their work and only become inattentive when tasks set are insufficiently demanding to stimulate their interest and commitment.
- Levels of attendance are generally good and punctuality throughout the day is satisfactory.

## **Quality of education**

- The quality of teaching was satisfactory or better in 91 per cent of the lessons observed. It was good in 48 per cent of these and very good in 17 per cent. In a very small percentage of the lessons (nine per cent) the quality of teaching was unsatisfactory.
- Procedures for assessing and recording pupils' progress and achievements are satisfactory. Assessments of pupils' progress and achievements are conducted regularly. However, the information obtained from them is not always used effectively to match tasks to pupils' abilities in their day-to-day work in the classroom.
- Curriculum provision is good and complies with statutory requirements. There is a satisfactory range of extra-curricular activities, including Urdd activities and some team sports.
- The school provides a good standard of educational support and personal guidance for pupils. The school is a warm, friendly and welcoming environment in which pupils are happy and secure.
- Provision for pupils with SEN is good and they make good progress towards their learning targets.
- Partnerships between the school and parents, the community, schools and other institutions are good. There is an appropriate home-school agreement and parents are kept well informed about the activities of the school. The school's partnership with industry is satisfactory.

## **Management**

- Both the leadership and efficiency of the school are good although there are some areas for further development.

- The levels and quality of staffing and resources are good. The general standard of the accommodation is poor and is a cause for concern. Pupils are presently being educated in unacceptable surroundings. Furniture, consisting of old wooden desks with inkwells, in the Years 5/6 classroom, is in urgent need of replacement.
- The governing body is supportive of the school and fulfils its statutory obligations. Most of the governors are newly appointed and have not yet established formal curriculum links in order to monitor provision and standards of achievement.
- The scope and effectiveness of the school's procedures for self-evaluation and planning for improvement are satisfactory.
- The school has effectively addressed six of the key issues from the last report in January 1996. One other key issue continues to need attention. Satisfactory assessment procedures are now in place but the information gained is not always effectively used to match tasks to pupils' needs.

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

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

Standards achieved are at least satisfactory in all lessons observed and in many they are good. They were good in 52 per cent of lessons observed and very good in 4 per cent.

- Standards of achievement of children under five are good. They make very good progress in their personal and social development and good progress in the other five areas of learning: language, literacy and communication skills; mathematical development; knowledge and understanding of the world; physical development and creative development. They are on course to exceed the desirable learning outcomes for children's learning by the age of five.
- Standards are good in both key stages in science, design and technology, history, geography, music, art and physical education. Standards in physical education are good in KS1 but there was insufficient evidence to make a judgement in KS2.
- Standards are satisfactory in both key stages in English, mathematics, information and communications technology (ICT) and in Welsh second language in KS1 and the lower part of KS2. Standards are unsatisfactory in Welsh second language at the end of KS2.
- Provision for pupils with SEN is good and they make good progress towards their learning targets.
- A small cohort of pupils was assessed in the school's NC Assessment tests in both key stages. The 2001 NC KS1 results show that, according to teacher assessment, 36 per cent of pupils achieved level 2 or above in English, mathematics and science in combination, which is well below the national average of 80 per cent. However, in the test results pupils performed well above the national average in English and mathematics. In the 2001 KS2

results, 89 per cent of pupils achieved level 4 and above in English, science and mathematics in combination; this is well above the national average of 68 per cent.

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

Standards across the curriculum are good in listening and are satisfactory in speaking, reading, writing, numeracy and ICT.

- The under-fives make good progress and achieve good standards in applying their developing skills in oracy, literacy and numeracy in all six areas of learning. They are making satisfactory progress in their use of ICT.
- In both KS1 and KS2, most pupils speak clearly and confidently, though usually briefly. When given the opportunity to collaborate in their work, for example in design and technology and art lessons in lower KS2, they use their speaking skills effectively to complete their tasks. In some classes, pupils seldom discuss and express their points of view, ask questions or give extended responses to questions because they are given few opportunities to do so.
- In KS1 pupils listen attentively to their teacher and respond appropriately to instructions. In KS2 standards of listening vary from very good to satisfactory, according to teacher expectations of appropriate behaviour and pupils' interest in the lesson.
- Pupils make satisfactory progress in reading and usually cope well with the demands of worksheets related to their work in different subjects. Their independent research skills are less well developed because of an over-reliance on worksheets.
- Pupils write for an increasing range of purposes in different subjects but the quality of presentation is sometimes unsatisfactory.
- In KS1 and KS2, pupils' numeracy skills are developing satisfactorily but they are insufficiently applied across the curriculum.
- Pupils use the computer effectively in most lessons. For example, they plan the format, content and colour of invitations they are writing in English lessons and interpret data about units of light in science.
- Teachers' planning for key skills is incidental rather than systematic and opportunities for pupils to develop them are therefore limited.

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

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

Taken overall, the school's provision for these aspects of pupils' development is good. Pupils generally make good progress in their spiritual, moral, social and cultural development and their response to the school's provision is good.

- Assemblies in class and as a school provide opportunities for reflection and set a pleasant tone for the start of the school day. Visits to places of worship enhance pupils' spiritual development.
- The school promotes good moral values. It is a caring community in which all pupils are valued and respected. Pupils develop a good understanding of the difference between right and wrong and learn to care for one another. Stories are often used to promote reflection on the difference between right and wrong and to reinforce desirable attitudes and behaviour.
- Pupils' social development is enhanced through opportunities to take responsibility as class helpers for the day. The oldest pupils act as servers at lunchtime, get to know the younger members of the school community and display a caring attitude towards them. When given the opportunity, pupils co-operate effectively in their activities but the number of such opportunities varies between classes and is unsatisfactory in the older junior class.
- Pupils' cultural development is promoted through a number of events, activities, visits and visitors. Their awareness of the culture and history of Wales is strengthened through visits to places such as a Victorian schoolhouse and to the locality of Laugharne for fieldwork in geography. Their awareness of the artistic traditions of Wales is less well developed, but the school has identified this as an aspect to be addressed in the near future. Pupils' understanding of the multi-cultural nature of our society is developed through themes such as "celebrations," where they study traditions such as the Hindu festival of Divali.

### **4.2 Behaviour and attitudes**

The quality of pupils' behaviour and attitudes is good.

- Despite the recent disruption to the life of the school, pupils' behaviour in most lessons has a positive impact on the standards they achieve.
- There are effective policies to promote good behaviour and attitudes. Pupils help to formulate the school rules and are regularly reminded of them by the head teacher and staff. 'The Three Golden Rules' for behaviour are displayed in classrooms. Pupils' favourable response has a positive effect on the quality of life in the school.

- Teachers know their pupils very well and praise and encourage good behaviour. Pupils are generally well behaved in class, at lunchtime, in the playground and as they move around the school. They are friendly and polite to staff, each other and to visitors.
- Most pupils undertake their work with a sense of commitment and perseverance. A majority of them succeed in maintaining their interest and powers of concentration even when the content of some lessons lacks interest and challenge.
- There was no evidence of bullying during the inspection and there have been no exclusions during the last year. The care given to the younger pupils by the ones who are older is particularly noteworthy.

### **4.3 Attendance**

Levels of attendance are generally good.

- Whole school attendance in the last three terms has been consistently well above 90%
- There are no unauthorised absences. The school carefully records the reasons for all absences.
- Pupils' absences due to family holidays are an increasing feature in most classes and often significantly affect the overall attendance figures. Parents inform the school of their intentions but do not always give reasons to justify the need to take holidays in the school term.
- The head teacher monitors the attendance registers on a regular basis and notes any pupils whose attendance is a cause of concern. Where there is concern, the school contacts the home promptly in order to effect improvement. The school prospectus and the home-school agreement remind parents and pupils of the need to attend school regularly.
- The school's attendance registers comply fully with statutory requirements.
- Punctuality is satisfactory. A very small number of pupils arrive late in school at the start of the school day.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching ranges from very good to unsatisfactory. It was satisfactory or better in 91 per cent of the lessons inspected. In 48 per cent of these, the quality of teaching was good and in 17 per cent it was very good. In nine per cent of sessions, the quality of teaching was unsatisfactory.

- The quality of teaching of children under five is consistently good, with examples of very good teaching, and enables the children to make good progress in the six areas of

learning. The teacher has a secure knowledge and understanding of the desirable outcomes for children's learning and sets high expectations to develop their skills, knowledge and understanding in the six areas of learning.

- Across the school, teachers have a secure knowledge and understanding of most of the subjects they teach. Where there is insecurity in a teacher's knowledge and understanding of a subject, such as for science in Years 5 and 6, the head teacher offers very good support. Staff make good use of professional training to improve their expertise.
- All staff are hard working, conscientious and committed to their pupils' education; they provide a warm, friendly and stimulating environment which is conducive to learning.
- Where the teaching is very good, teachers are clear about what pupils should learn from the activities and they share the lesson's learning objectives with them. There is friendly but firm control of pupils and a lively pace is maintained which keeps all pupils involved and eager to learn throughout the lesson. Plenary sessions are used well to reinforce the main points of the lesson.
- Where the teaching is unsatisfactory, there is too much hectoring of pupils, often undeserved. The pace of lessons is slow and, as a result, pupils grow tired and inattentive before the end. The work set is insufficiently challenging, particularly for the more able pupils. Pupils are given few opportunities to work in groups at problem solving and investigative activities.

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

The quality of assessment, record keeping and reporting is satisfactory overall.

- The school has developed a comprehensive and clear framework for the organisation and implementation of assessment procedures. Informal and formal assessments of pupils' progress and achievement are conducted regularly. However, information obtained from such assessments is not always used effectively to match tasks to pupils' abilities in their day-to-day work in the classroom.
- Baseline assessment is undertaken during the third half term of children's schooling, according to local authority policy. Parents are encouraged to visit the school to discuss the findings. Pupils with SEN are identified at an early stage in their education.
- Teachers regularly respond to pupils' work but marking is not sufficiently focussed to enable them to attain higher standards by understanding the strengths and areas for improvement in their work.
- Samples of work are kept in pupil profile folders and these provide useful evidence of the progress made by pupils. They include six-monthly targets for improvement which are discussed with pupils and parents.
- Teachers' reading records list books and pages read but provide no indication of the range of reading strategies employed by pupils. They do not identify strengths and weaknesses in pupils' reading in order to focus reading instruction more effectively.

- Annual reports to parents are detailed and informative, particularly in the core subjects. They provide information about pupils' strengths and weaknesses in all subjects. They do not, however, give pointers to the way forward.
- A thorough analysis is made of pupils' NC assessment results at both key stages in order to set quantitative targets with the aim of raising standards of achievement. Assessment data and information from monitoring pupils' work is not used effectively to set targets for improvement.

### **5.3 Curriculum**

Overall, the school provides a good curriculum that is broad, balanced and relevant and includes all subjects of the NC and religious education. It meets statutory requirements.

- The good quality planning and delivery of the curriculum for the under fives ensure that the children are provided with good quality experiences across the six areas of learning.
- Subject policies and schemes of work have been adapted to take account of Curriculum 2000. They are of good quality and helpful to staff. The policy for PSHE is in the process of being updated.
- Mid and short-term planning is also mainly of good quality. The plans contain clear objectives and are linked appropriately to assessment. Key skills, however, are referred to in general terms and there is insufficient detail as to how they are going to be developed.
- A curriculum information sheet, distributed in the autumn term, informs parents of what the children will be studying during the year.
- There is an appropriate home-school agreement and homework supports pupils' learning effectively.
- The school makes satisfactory provision for 'Y Cwricwlwm Cymreig'. Pupils are gaining an understanding of Welsh heritage and of how Wales differs from other countries.
- Provision and support for pupils with SEN is good. Records kept are thorough and are used effectively to inform parents and class teachers of the progress pupils make.
- Planning for mixed age groups is generally effective but, in some subjects such as mathematics, the differentiation in the tasks set older pupils is merely by the page they have completed in their text books.
- All pupils are provided access to a full range of activities. The exception is in the division of the sexes for rugby and netball during outdoor games lessons.

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

The support, guidance and pupils' welfare offered by the school are good.

- Despite the traumatic change of circumstances in being re-housed into different classrooms, the ethos of the school enables pupils to feel confident to approach staff if they have any concerns. Successful efforts are made to make the school a happy and safe environment for its pupils.
- Although recently re-housed into the school hall, the under fives feel safe and secure as a result of the good provision made for them.
- The teaching support assistant employed by the school makes a valuable contribution to pupils' welfare.
- Relevant child protection procedures are followed and statutory requirements met.
- Arrangements for the supervision of pupils during playtimes and lunchtime are good.
- All staff have been trained in first aid procedures.
- Health and safety issues are carefully monitored. Fire drills are carried out regularly and standard equipment checks are up to date.
- Personal and social education, including drug and sex education, are taught sensitively. The school nurse visits the school when required.
- The school has effective procedures for the admission and transfer of pupils.

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

The quality of the provision for pupils with SEN is good. Pupils make good progress towards the targets set in their IEPs.

- There is a detailed policy for SEN which complies with the requirements of the Code of Practice.
- Twelve pupils (approximately 15%) are on the register of SEN, one on Stage 1, seven on Stage 2 and three on Stage 3. One pupil has a statement of SEN.
- Effective support by a full time classroom assistant is provided for the pupil with a statement of SEN.
- The 11 pupils on the SEN register receive support, on a withdrawal basis, from a peripatetic teacher who visits the school once a week. The withdrawal sessions are well planned and appropriate to pupils' needs. Records kept of pupils' progress are detailed and thorough and are used to plan further learning.
- The head teacher as the special educational needs co-ordinator (SENCO) works closely with the SEN visiting teacher to plan the provision and ensure that liaison with class

teachers and the support assistant is good. The head teacher maintains contact with parents and keeps them informed at each stage.

- All pupils with SEN are fully integrated into the life of the school.

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

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

- Parents are regularly informed about the school's administrative arrangements and forthcoming events. They are able to speak to teachers on a daily basis, at the start or the end of the school day, to discuss any matters of interest and concern. Two open evenings for parents are held annually. At the start of the school year an outline of the year's topics is issued to parents of pupils in all classes in KS1 and 2.
- The school issues a welcome leaflet to the parents of early years pupils. This is an informative and useful document that also gives advice on how to prepare pupils for school.
- The school prospectus and the governing body's annual report for parents meets the recommendations of the National Assembly for Wales (NafW) that prevailed at the time of their issue. New recommendations have recently been issued. The home-school agreement meets statutory requirements.
- Parents do not help in the daily life of the school on a regular basis. However, several help with extra-curricular recorder lessons, craft work and by providing transport to sports events. The Parent Teacher Association (PTA) raises substantial funds for the school and is also a medium for communicating educational initiatives to parents.
- The school regularly takes part in community events and pupils perform at community festivals. There are close links with the local church and the clergy are regular visitors. Pupils have benefited from projects undertaken with a visiting poet and a visiting artist.
- The school co-operates with other primary schools that send pupils to the local comprehensive school. Head teachers meet regularly and resources and in-service training (INSET) opportunities are shared.
- Transfer arrangements to the local comprehensive school for Y6 pupils are well organised and include opportunities for Y5 and Y6 pupils to visit. Pupils from the comprehensive school are involved in a local arts product with Y6 pupils.
- The school provides opportunities for work experience for comprehensive school pupils and teacher training experience for students from Trinity College, Carmarthen.

## **5.7 Partnership with industry**

Partnership with industry is satisfactory within a narrow range of experiences.

- Visits to local shops and supermarkets to study the sources of food by pupils in KS1 serve to enhance the teaching and learning.
- Key Stage 2 pupils visit local farms in relation to work in geography. Similar curriculum benefits arise for Years 4, 5 and 6 pupils when they visit a local wind farm.
- Pupils have benefited from projects involving a local commercial artist.
- There are no links with Educational Business Partnership (EBP) or similar organisations.

## **6. MANAGEMENT**

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

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

- The school has developed a good, comprehensive framework and timetable for the evaluation by staff and governors of all aspects of school life. This review takes place every three years and includes aspects such as planning and leadership, resources, curriculum and assessment as well as subjects of the NC.
- The school development plan provides the school with a systematic, well-organised plan for establishing what needs to be done in a rolling programme that includes self-evaluation.
- Core subjects are evaluated annually through a self-evaluation diary and clear guidelines are in place to aid the process of evaluation. These documents are, on the whole, focused and specific. Arrangements are in place for subject leaders to give an annual report of strengths and weaknesses in their subject to the head teacher.
- Subject leaders advise and support their colleagues and the head teacher works alongside a colleague to offer advice on the teaching of science. There is, however, no systematic programme of staff appraisal to improve the quality of teaching.
- The professional development of staff is clearly linked to priorities identified during the process of self-evaluation.
- The school has responded positively and effectively to issues concerning self-evaluation identified in the last inspection report. Structures are now in place to improve the effectiveness of the implementation, monitoring and evaluation of development plans.

## **6.2 Leadership and efficiency**

Both the leadership and efficiency of the school are good, although certain aspects are underdeveloped.

- Until the beginning of this term, the head teacher had a full-time teaching commitment and no secretarial help. A part-time teacher (0.4) has been appointed since September 2001 and this provides much needed relief for the head teacher on four mornings each week to attend to management and administrative duties.
- The strong ethos of the school, which very successfully reflects its aims and values, stems directly from the calm and clear leadership of the head teacher. This is a school where every individual is greatly respected and all contributions are valued. In return, staff are loyal, conscientious and hard working and pupils are eager to please. It is this united, family spirit that has carried the school through a very traumatic time in the last few weeks when there has been much upheaval in having to move classrooms around. That the school continues to operate efficiently, and with minimum adverse effects on pupils' learning, is directly attributable to the quality of the leadership and the dedication and commitment of the staff.
- Teachers undertake their duties as curriculum leaders conscientiously and, for the most part, effectively. They review and update schemes of work, attend relevant courses and provide feedback to their colleagues. They also ensure that there are sufficient resources. They do not however, exchange classes or visit their colleagues' classes as part of their monitoring duties.
- As a result of his full-time teaching commitment, the head has not had a good oversight of the quality of teaching and learning in other classes. He provides a very good example of high quality teaching in his own classroom and, since September, has shared some of this expertise by working alongside a colleague who in the teaching of science. In general, however, the sharing of staff expertise is an area that is underdeveloped in the school.
- The governing body is suitably informed of curriculum developments and is fully involved in the life and work of the school. The head and the governors effectively exercise their responsibilities for oversight of the budget. Expenditure is linked to priorities identified in the SDP and the financial implications of decisions on expenditure priorities are all carefully considered.
- Despite the lack of secretarial help, routine administration and organisation are good.
- The school complies with statutory requirements and takes note of the guidance of the National Assembly of Wales (NAW).

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

Staffing and resources are generally good. The standard of accommodation is poor.

- The school is adequately staffed with four full-time teachers, including the head. A part-time teacher takes the head's class for English and mathematics on four half days per week. Specialist part-time staff include SEN support, Welsh and music teachers. Learning support assistants are effectively deployed.

- Arrangements for the continuing professional development of staff are good. Teachers have attended a relevant range of in-service (INSET) courses and their positive impact can clearly be seen in areas of the curriculum such as art and design and technology.
- One classroom block has recently been condemned following storm damage. Three out of the four classes have been relocated to alternative accommodation. The reception class is now in the hall and another class is in the library.
- The accommodation is inadequate for the number of classes and the curriculum provided. The remaining classroom block is separated from the main school building and is dreary and in an unsatisfactory state of repair.
- Teachers have made valiant efforts to make the best of an extremely bad situation so that pupils' education is disrupted as little as possible. Nevertheless, the standard of accommodation has an unsatisfactory effect on some aspects of pupils' education. For example, the reception class does not have ready access to water for art or structured play. Furniture, such as the desks in the upper KS2 class, is old, shabby and unsuitable for a modern primary school classroom. The furniture inhibits the development of collaborative or practical group work.
- Generally, the quality and quantity of resources are good for teaching and learning. There is, however, insufficient large play equipment for the under-fives.

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

### **Standards achieved by pupils**

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

The overall quality of provision for children of reception age (4-5 years) is appropriate to their needs and the children are making good progress towards the desirable outcomes for children's learning. Standards achieved in the early years are very good in personal and social development and good in the other five areas of learning.

#### **Standards in language, literacy and communication skills are good.**

- The development of listening skills is very good. Children listen attentively to their teacher and follow her directions well. They also show an ability to listen to one another during their activities.
- Children develop good speaking skills for a variety of purposes. For example, they rose very well to the challenge of addressing the whole school when they dramatised a story from the Bible during assembly. With support, they were able to communicate very effectively with older pupils and adults.

- They are learning vocabulary and phrases in Welsh related to their activities. For example, they are beginning to know the words for number and colours in Welsh.
- They remember, sing and recite a wide range of songs and nursery rhymes. Individual children enjoy performing for the group and their contributions are appreciated by the others.
- They listen enthusiastically to a story and older children confidently state their favourite part of it. Most respond eagerly when invited to express their thoughts about the content of a story. They know that words and pictures record the meaning of a story, recall the content well and are able to sequence events in their correct order.
- Children are developing their knowledge of initial letters and sounds and understand some of the functions of writing. They can explain the meaning of a sentence they have written under a picture they have drawn about the story of Elmer the elephant.

**Standards in personal and social development are very good.**

- Children have developed good and effective relationships with other children and adults.
- They demonstrate an understanding of the feelings of characters in stories.
- They concentrate well on their tasks. Even the youngest children, who are just four years old, are able to persevere with writing and drawing tasks for a considerable length of time.
- They work harmoniously together, sharing equipment without any fuss or bother.

**Standards in mathematical development are good.**

- Children can take 2D shapes from a bag, identify them and match them to outlines on a board according to shape and size. They know the properties of 2D shapes; the number of sides and corners on rectangles, squares and triangles and that circles have no corners or straight sides.
- Most children are familiar with the names of shapes such as circle, square, rectangle and triangle, although one or two have difficulty distinguishing between a rectangle and a square.
- They are beginning to understand mathematical concepts such as “bigger than” and “smaller than” and use comparative language appropriately.
- They can count objects such as shapes, recognise numbers and match number to sign and sound.

### **Standards in knowledge and understanding of the world are good.**

- Children are beginning to understand some of the differences between the past and the present. When learning about Florence Nightingale they compare “dirty” hospitals then with “clean” hospitals now.
- When examining artefacts such as an oil lamp, candle, torch and electric lamp they can sort them into sets of “old” and “new.” They are developing a good understanding of “long ago.”
- They are beginning to appreciate some of the key features of their own locality such as Laugharne church. They learn about the purpose of a font and record their observations and understanding in pictures and writing.
- They are beginning to understand the use of a variety of information sources such as books and information technology. They use the computer effectively, in pairs, to construct pictures using a range of shapes.

### **Standards in physical development are good.**

- When involved in structured play activities such as making elephants from clay or small construction equipment, children handle the equipment and manipulate the clay with good control.
- Older children demonstrate the fine motor control needed to write well-formed letters. Younger children have not yet developed such control but are well-motivated to try.
- They use the available space well, despite their relocation to the hall.

### **Shortcomings**

- The development of aspects of pupils’ gross motor, such as pushing, pulling, pedalling and steering, is limited by the lack of large play equipment.

### **Standards in creative development are good.**

Music and dance were not observed during the inspection.

- Children use a good range of materials to create both 2D and 3D representational images. For example, they use coloured transparent paper to make candles, recreating something of the effect of stained glass windows in Laugharne church. They use clay and small construction equipment to make models of Elmer the elephant and achieve a good likeness.
- They competently use techniques such as weaving and printing to explore the differences between black on white and white on black.

- They begin to observe and appreciate the work of other artists such as Van Gogh. Their pastel drawings of sunflowers are impressive and show a personal response to their observations and great individuality in interpretation and style.

## **English**

Overall standards of achievement are satisfactory in both key stages in speaking, reading and writing. They are good in listening.

### **Good features**

- In KS1, pupils listen carefully to explanations and instructions and respond briefly, but appropriately to questions. In KS2, pupils also listen attentively, for the most part, but although they respond appropriately to teachers' questions, they do not often give extended answers and oral contributions are restricted to one-word answers.
- The most able readers in KS1 read demanding texts containing some quite challenging vocabulary. They speculate about what might happen next in a story and express preferences regarding reading material. Average and below average readers can retell the story so far with some confidence and try to blend sounds when they come to an unfamiliar word. However, they do not consistently apply phonic strategies. Although they try to use contextual clues, they sometimes guess a word without regard to its possible meaning or to letter/sound correspondences.
- Pupils in upper KS2 make sensible choices of reading material, appropriate to their interests and abilities. Average and above average readers can name favourite authors and express opinions about the content and style of their books. Pupils of all abilities can describe what has happened in a particular passage and express and explain preferences. For example, a less able reader stated that he preferred non-fiction to fiction and could give examples of books he had enjoyed. However, pupils have limited opportunities to develop independent reading and research skills since much of their work is worksheet-based.
- Pupils make good progress in writing in KS1. They are beginning to understand key features of different styles of writing such as letters. When writing letters to "Plop the Owl" they demonstrate an understanding of layout. The more experienced writers have found an individual "voice," show a developing awareness of the needs of the reader and use full stops and capital letters correctly most of the time.
- Pupils engage in a widening range of different styles of writing during KS2. The main features of different styles of writing are generally understood. By the end of the key stage writing is usually well organised, punctuated and spelt. The best pieces of writing are lively and demonstrate a "feel" for the characteristics of different kinds of writing such as newspaper reports. More able writers correctly use a range of punctuation including inverted commas, exclamation marks and commas. Spelling is generally correct.

### **Shortcomings**

- Pupils' speaking skills in upper KS2 are underdeveloped. They have insufficient opportunities to explore ideas and to make suggestions either as part of the whole class or in collaborative group work.
- In both key stages and across the whole ability range, written work is not always well presented.
- Pupils of all abilities are insufficiently challenged, particularly in KS2, to produce varied writing using imaginative ideas and alternative choices of vocabulary. In upper KS2 they do not differentiate sufficiently between spoken and written forms of English so that non-standard grammar is evident in writing where this is not appropriate.

## **Mathematics**

Standards are satisfactory in both key stages.

### **Good features**

- KS1 pupils show satisfactory progress in their understanding of number bonds and number patterns. Many count confidently in 2s and 5s.
- Their understanding of place value develops satisfactorily.
- They possess a satisfactory understanding of 2D shapes and their features.
- Their knowledge of time-measuring work is appropriate for their age. They can tell the time to the hour, half-hour and quarter hour.
- Pupils recognise the value of coins and are able to buy items and calculate the change from 10 or 20 pence.
- In KS2, pupils learn to interpret data. Pupils in Years 3 and 4 construct and read information from graphs comparing the rainfall of a village in Eritrea with that of Cardiff. Years 5 and 6 pupils have made graphs to compare the rainfall of St Lucia with Wales and can interpret and explain their findings clearly.
- Years 3 and 4 pupils understand that co-ordinates give locations and they are able to use single number co-ordinates accurately.
- They recognise, name and describe the properties of 3D shapes including a hexagon and an octagon.
- In KS2, pupils' ability to use the four rules of number is improving and some of the more able pupils throughout the key stage calculate swiftly and accurately.

- The majority of pupils in Years 5 and 6 know the basic characteristics of shapes such as cubes, cylinders and pyramids and of how symmetry can be used to reinforce the concept of shape.
- Pupils display satisfactory understanding of the equivalence of simple fractions, of the decimal point and of measures, using centimetres and metres.
- They are able to transfer analogue time correctly to the 24 hour clock and some abler pupils can read a timetable effectively.
- The majority of Year 6 pupils show good recall of their tables.

### **Shortcomings**

- Some Year 2 pupils are slow in working out mental calculations. They get easily confused when counting backwards in 2s and 5s.
- Some older pupils do not understand that four digits are required when recording the time on a 24 hour clock.
- A few pupils in Years 5 and 6 do not have a secure understanding of simple fractions, decimals and percentages.
- There is a lack of challenge in the mathematical tasks set for Year 5 and 6 pupils. They work mainly through consecutive pages of their text books. As a result, pupils' independent learning skills and problem solving strategies are underdeveloped and many under-achieve.

### **Science**

Standards of achievement are good in KS1 and in the lower part of KS2. They are satisfactory in the upper part of KS2.

### **Good features**

- KS1 pupils know that some appliances need electricity to work and most can identify features such as flex, plug, switch and socket. They know that the switch must be on and the plug in the socket before electricity can flow into the appliance. They are aware of the dangers associated with electricity.
- They understand how changes in light sources affect shadows and more able and older pupils communicate their findings effectively in writing.
- Pupils make good progress in their knowledge, understanding and skills in science across the school.

- Lower KS2 pupils demonstrate sound scientific understanding and enthusiasm for the task when conducting an investigation to find out if the number and size of batteries in a circuit make a difference to the brightness of light in a bulb. Individual pupils give considered hypotheses in response to questions and groups collaborate very effectively to make circuits, share ideas and predict results. They are able to read the number of light units registered by an ecologger on a computer screen and accurately record and interpret their results. They show a good understanding of the principles that ensure a fair test.
- Pupils in upper KS2 know that they can make changes to the direction of light to reflect it round a corner using a mirror. They can describe the purpose of an investigation, they know the principles of fair testing and they can explain their results. They record their findings in the form of graphs and can point out patterns in the data. They gather information from a range of sources such as books and ICT.

### **Shortcomings**

- Abler pupils in upper KS2 are insufficiently challenged in aspects of the work and, as a result, are not reaching their true potential.
- The ability of pupils in Years 5 and 6 to identify an appropriate method of enquiry to answer scientific questions and to record and communicate results independently is underdeveloped. This is mainly due to an over-reliance on work sheets that fail to inspire pupils because of their lack of challenge.

### **Welsh second language**

Standards are satisfactory in Key Stage 1 and in Years 3 and 4 but they are unsatisfactory at the end of Key Stage 2.

### **Good features**

- Pupils in KS1 have a satisfactory understanding of vocabulary and simple language patterns linked to everyday usage and class themes.
- They respond satisfactorily to questions by adults using simple language patterns. Sometimes they use the correct form of the answer.
- The pronunciation and intonation of the majority of pupils across the school are good.
- Pupils from all classes sing clearly and confidently in Welsh and the songs and hymns they know enable them to consolidate vocabulary and language patterns already learnt.
- In KS2, the majority of pupils know and understand a basic range of commands and instructions.

- Years 3 and 4 pupils have written short descriptions of themselves and of a friend using an appropriate range of vocabulary and sentence structures. They are able to read back the sentences they have written and demonstrate a satisfactory understanding of what they read.
- Years 5 and 6 pupils have written sentences including appropriate vocabulary relating to a journey to Turkey. They have composed a simple dialogue using some of the new vocabulary and simple language patterns they already know.

### **Shortcomings**

- Incidental Welsh is not used by pupils in relevant contexts other than Welsh lessons.
- There is little evidence of progress in pupils' linguistic ability from Year 4 onwards.
- The range of contexts, purposes and audience for which pupils read and write is limited.

### **Design and technology**

No design and technology lessons were observed in KS1 or in upper KS2. However, evidence from work on display, from photographs and discussion with pupils demonstrates that they are achieving good standards in both key stages.

### **Good features**

- Pupils in KS1 experience a good range of design and make tasks. They design and make photo frames, samplers and calendars using a variety of techniques, materials and components. For example, they explored design ideas on squared paper and then copied them onto binka in order to make a calendar. Following a visit from a professional puppeteer they investigated ways to make a puppet move and then designed and made their own moving puppets.
- Lower KS2 pupils apply their knowledge of circuits, conductors and insulators to the task of designing and making a burglar alarm for a jewellery box. Pupils' designs show originality, according to their age and ability. Year 4 pupils draw clearly labelled plans from different perspectives. Year 3 pupils list necessary resources and are able to explain how their alarm will work. They collaborate effectively in their groups to test and evaluate their products. They produce work of a good standard.
- Upper KS2 pupils investigate how structures can fail when loaded. For example, they test how much weight can be placed on bridges before they collapse. They then explore techniques for reinforcing and strengthening them. They build on their prior learning when they design and make motorised four-wheeled vehicles and use the Internet as a design aid.

## **Shortcomings**

- Pupils' designs sometimes lack sufficient detail to show how the product will work and they do not always evaluate their products sufficiently in order to be able to suggest and make improvements.

## **Information technology**

### **Information and communications technology**

Standards of pupils' achievement are satisfactory in both key stages.

### **Good features**

- Pupils in KS1 enjoy using computers and make satisfactory progress in their keyboard skills and control of the mouse.
- When using the computer for word processing activities, pupils are able to enter, store, save and print their work.
- Older pupils use appropriate fonts, print and print size to produce best copies of their work.
- In KS2, pupils use the CD-ROM to seek information in history and geography. They are aware that the Internet provides various sources of information and that the e-mail is useful for communicating purposes.
- Pupils in Years 5 and 6 have used spreadsheets to produce graphs on the contrasting rainfall in two localities.

### **Shortcomings**

- Pupils make satisfactory use of the computer across a range of subjects but they do not develop their ICT skills on a regular basis. As a result, their ability to handle data and their skills in controlling, monitoring and modelling are underdeveloped.
- Pupils are making insufficient use of the Internet and e-mail facilities available in the school to extend and enhance their learning.

## **History**

Standards of achievement are good at both key stages.

### **Good features**

- Pupils in KS1 display a good understanding of the passage of time. In connection with their work on 'The Victorians', they identify differences between life then and now.
- Younger pupils in KS2 make effective use of artefacts and pictures to develop a good understanding of Victorian school and home life. They have visited a school museum and are able to draw comparisons with their school and that in Victorian times.
- Older pupils have a good understanding of facets of life in the Tudor period with particular reference to personalities and events.
- Older pupils develop a good understanding of life in Victorian times and they are able to talk knowledgeably about the social conditions prevailing at the time.
- They have a satisfactory understanding of the valuable contributions made by Bishop William Morgan and John Penry to Welsh culture.

### **Shortcomings**

- Older pupils do not display a feeling of investigation in their work. Their ability to use their enquiry skills to undertake research is limited.

### **Geography**

No lessons were seen in KS1 but from the teacher's planning and discussion with pupils there is evidence that good standards are achieved. Standards of achievement are also good in KS2.

### **Good features**

- Key Stage 1 pupils are able to locate Scotland and the Western Isles on a map. They know how an island is different from the mainland.
- They know that you have to use a boat or helicopter to cross over to the Western Isles.
- They are able to list some similarities and differences between their locality and that of Struay on the Western Isles.
- Pupils' mapping skills are developing well. Older pupils demonstrate a good knowledge of places studied on maps and globes.
- Pupils develop a good knowledge and understanding of an economically developing country such as St Lucia or Eritrea and are able to draw out similarities and differences with their own locality.
- Pupils demonstrate a good understanding of weather and climatic conditions in the countries they have studied.

- Older pupils are able to compare and contrast employment issues and the variation in jobs between Castries and Laugarne.
- They are able to describe in good detail the journey of bananas from St Lucia to this country.
- Pupils throughout the key stage are developing a sound understanding of environmental issues.

### **Shortcomings**

- The presentation of work in some pupils' books is unsatisfactory.

### **Art**

No art lessons were observed in KS1 but evidence from work on display indicates that standards are good. Standards of achievement are also good at KS2.

### **Good features**

- Pupils in KS1 mix colours effectively to create different shades and tones and experiment with adding black or white to primary colours to make secondary colours.
- Pupils in lower KS2 display good understanding of Matisse's painting of "The Snail." They design patterns on 100 square grids using the six colours used by Matisse. Some of their patterns are imaginative and demonstrate good use of colour. About  $\frac{3}{4}$  of their work is of a good standard. They describe similarities and differences between their own work and that of Matisse and some pupils give very good explanations for reasons behind their choice of colour and pattern. They quickly become adept at using a dowel instead of a needle and some are able to keep straight lines and equal distances between pieces of material.
- When making designs for scarves, pupils in upper KS2 demonstrate an understanding of line and pattern and can record images from direct observation. They apply their understanding to technical features of designs, such as the need to leave no gaps in lines drawn, so that when they go over the lines with an outliner the colours will not run into one another when printed on to silk.
- In both key stages, pupils make good progress in understanding and appreciating the work of established artists and this developing understanding informs their work. Older pupils in KS2 produced a large and eye-catching mural based on Kandinsky's "Swinging" and also worked on their own individual interpretations of his painting using a range of materials and techniques.

### **Shortcomings**

- In upper KS2, some pupils' drawings from direct observation are underdeveloped and lack detail.

## **Music**

No music lessons were observed during the inspection but from the quality of teachers' planning and the taped evidence provided, standards of achievement are judged to be good at both key stages.

### **Good features**

- In assembly most pupils sing in tune and in unison.
- Evidence from recordings of pupils' compositions demonstrate that lower KS2 pupils can play simple patterns on tuned percussion instruments and have a good sense of rhythm when accompanying a computer-generated backing track.
- Evidence from pupils' written work shows that in upper KS2 they devise and develop their own compositions and demonstrate an understanding of musical elements such as dynamics and tempo. They appraise their own and others' compositions and describe their distinguishing characteristics.

### **Shortcomings**

- There are no significant shortcomings.

## **Physical education**

Standards of achievement, based on the one in-door lesson observed, are good in KS1. There is insufficient evidence to judge standards of achievement in KS2 because no lessons in this key stage were observed.

### **Good features**

- Pupils in KS1 show good control as they run, hop and change direction.
- They can throw a beanbag in the air from a crouching position in a controlled way and most of them can catch it. They recall some of the key aspects of throwing and catching skills learned in previous lessons, such as the importance of keeping your eye on the ball and keeping your hands together in a "cup" when catching.
- All pupils can slide a beanbag to a partner with a good sense of direction. They develop this skill further when practising with a ball and demonstrate good control and direction

- as the task becomes increasingly demanding, for example, when they stand further away from their partner.
- Pupils in KS2 have swimming lessons and take part in sports activities such as football, netball and rugby. They participate in a number of sporting fixtures and benefit from visits by specialist coaches. Residential visits in Year 6 enable pupils to participate in outdoor and adventure activities.

### **Shortcomings**

- In KS1, pupils' ability to evaluate their own performance and that of others and then make their own suggestions about how to improve it are limited.
- Girls are not given equal opportunity with boys to develop skills that are relevant for all games.

## **8. SCHOOL IMPROVEMENT**

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

The last inspection of the school was in January 1996 and identified seven key issues for action.

#### **Key Issue 1**

**Raise standards of achievement throughout the school in both aspects of technology and build upon the existing foundations in Welsh second language in order to meet fully the requirements of the NC in KS2.**

During the current inspection, standards of achievement in design and technology were judged to be good in both key stages. Standards in Welsh second language were judged to be satisfactory in KS1 and in Years 3 and 4 but remain unsatisfactory at the end of KS2.

#### **Key Issue 2**

**Increase teachers' confidence and competence in teaching technology and art.**

The current inspection found that standards of achievement in both subjects are now good. Staff have attended relevant in-service training and policy documents and schemes of work have been updated to meet the requirements of Curriculum 2000.

#### **Key Issue 3**

**Provide additional resources to support teaching and learning in some foundation subjects, as indicated in the report.**

All subjects are now resourced appropriately.

#### **Key Issue 4**

**Continue the good provision made for pupils with SEN and continue to press for the co-operation of the LEA in undertaking statutory assessments with all reasonable speed, as required by the Code of Practice.**

The provision for pupils with SEN is good. The pupil with a statement of SEN is supported appropriately in accordance with her needs.

#### **Key Issue 5**

**Strengthen the application of the policy for assessment.**

This has not been satisfactorily addressed. There is a clear framework for assessment that is of satisfactory quality. Informal and formal assessments of pupils' progress and achievements are undertaken on a regular basis but the information gained is not always used effectively to match tasks to pupils' needs.

#### **Key Issue 6**

**Devise ways to evaluate the effectiveness of (a) subject policies, (b) teachers' short-term plans and (c) objectives in the school development plan when completed.**

Good systems are now in place for self-evaluation and planning for improvement. Structures are also in place to improve the effectiveness of the monitoring and evaluation of curriculum planning and objectives within the SDP.

#### **Key Issue 7**

**Ensure the safety of pupils while part of the perimeter fence remains unrepaired and consider the issues of security and safety mentioned in Section 7.2 (iii) of the report.**

The perimeter fence is now secure and pupils are well supervised at playtimes and lunchtimes.

### **8.2 Key issues for action**

The governing body, head teacher and staff now need to:

- raise standards in Welsh second language;
- address those shortcomings in subjects which are satisfactory overall;
- ensure that the information gained from the school's assessment procedures is used more effectively to match tasks to pupils' needs;
- devise strategies whereby there is more sharing of expertise amongst staff members, particularly the very good teaching techniques used by some teachers;

- ensure that more challenging work, to include collaborative and investigative activities, is undertaken by older pupils;
- refurbish the Years 5 and 6 classroom as a matter of urgency.

#### *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.*

## APPENDIX

### A. Basic information about the school

Name of School	Laugharne V C Primary School
School type	Primary
Age -range of pupils	4-11
Address of school	Orchard Park Laugharne
Post-Code	SA33 4TE
Telephone Number	01994 427228

Headteacher	Mr T D Rees
Date of appointment	01/01/84
Chair of Governors/ Appropriate Authority	Councillor Cyril Roberts
Registered Inspector	Ms L Thomas
Dates of inspection	19-20 November 2001

### 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		13	5	11	11	10	13	13	76

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.4

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil:adult (fte) ratio in nursery classes	17.3:1
Pupil:adult (fte) ratio in special classes	N/a:
Average class size, excluding nursery and special classes	19
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	97.0	94.1	95.9	95.5
Term 2	89.2	91.8	95.6	92.2
Term 3	92.8	92.9	93.5	93.1

Percentage of pupils entitled to free school meals	17.1
Number of pupils excluded during 12 months prior to inspection	0

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

**END OF KEY STAGE 1: 2001**

National Curriculum Assessment KS 1 Results: 2000			Number of pupils in Y2: 11					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School		0	36	36	18	
		National		0	14	64	18	
EN: Reading	Teacher Assessment	School		9	9	64	18	
		National		4	14	57	25	
	Task/Test	School		0	9	82	9	
		National		4	14	56	26	
EN: Writing	Teacher Assessment	School		9	64	27	0	
		National		5	14	70	11	
	Task/Test	School		9	9	82	0	
		National		6	11	74	9	
EN: Speaking and listening	Teacher Assessment	School		0	45	36	18	
		National		3	12	64	21	
MATHEMATICS	Teacher Assessment	School		0	36	64	0	
		National		3	10	65	23	
	Task/Test	School		0	0	100	0	
		National		2	7	63	27	
SCIENCE	Teacher Assessment	School		9	27	64	0	
		National		2	11	70	17	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	36	In Wales:	80

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

## END OF KEY STAGE 2: 2001

<b>National Curriculum Assessment KS 2 Results: 2000</b>	Number of pupils in Y6: 9
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	81	In the school:	89
In Wales:	64	In Wales:	68

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

## **D. Evidence base of the inspection**

The inspection was carried out by a team of three inspectors over a period of two days.

Pre-inspection meetings were held with the head teacher, staff, parents and governing body.

Thirteen parents attended the pre-inspection meeting and 26 questionnaire responses were analysed and summarised.

All documentation, including the school development plan, policy documents, schemes of work and teachers' planning files, was analysed and discussed.

Pupils were observed as they arrived and departed from school and during the midday and other breaks.

Inspectors spoke to pupils individually and in groups about their knowledge and understanding of the work covered.

Twenty three lessons or part-lessons were observed.

A range of pupils' written and other work was examined from all classes and a sample of pupils were heard reading.

Discussions were held with staff.

Budget figures were examined.

Attendance and pupils' records were inspected.

## E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mrs L Thomas Registered Inspector	Mathematics Welsh second language Information technology History Geography	Context Main findings Standards achieved in subjects and areas of learning Teaching Curriculum Support, guidance and pupils' welfare Provision for pupils with SEN Leadership and efficiency Progress since the last inspection Key issues for action
Mr J E James Lay Inspector		Attendance Partnership with parents and community, schools and other institutions Partnership with industry
Mrs S J James Team Inspector	Early Years English Science Design & Technology Music Art Physical Education	Standards achieved in key skills across the curriculum Pupils' spiritual, moral, social and cultural development Behaviour and attitudes Assessment, recording and reporting Quality of self-evaluation and planning for improvement Staffing, accommodation and learning resources