

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Laugharne V.C.P. School
Orchard Park
Laugharne
Carmarthenshire
SA33 4TE**

School Number: 6693003

Date of Inspection: 22/10/07

by

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Laugharne V.C.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Laugharne V.C.P. School took place between 22/10/07 and 24/10/07. An independent team of inspectors, led by Dorothy Morris, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. This Church in Wales Voluntary Controlled School is located in the historical township of Laugharne, some fifteen miles from the county town of Carmarthen, Carmarthenshire. There are 67 pupils, aged 3-11 years, on the school register. The school admits pupils at the beginning of the term in which they attain their fourth birthday and generally on a full-time basis. Pupil numbers have remained fairly stable in recent years.
2. The school serves an area which is described as being neither prosperous nor economically disadvantaged. Sixteen per cent of pupils are entitled to receive free school meals; this figure is lower than the county and national averages.
3. Pupils are admitted across the full range of ability. The school has identified 10 pupils (15%) as having additional learning needs (ALN), including one pupil who has a statement of special educational needs. This figure is lower than the county and national averages.
4. English is the main medium of the life and work of the school. Welsh is taught as a second language. English is the predominant language spoken at home by all the pupils.
5. The school's Basic Skills Quality Mark has been renewed for the second time and it has gained the Eco schools Green Flag award.
6. As the school is a Church in Wales Voluntary Controlled School, an inspector appointed by the Church undertook a separate inspection of collective worship and of pupils' spiritual and moral development.
7. The school was last inspected in November 2001. The head teacher has been in post since September 1984.

The school's priorities and targets

8. The school's aims reflect its commitment to creating a happy and caring community in which all pupils can learn according to their individual needs and abilities, and develop to become independent, responsible adults.
9. The school's major priorities and targets for 2007-08 include:
 - to raise standards in literacy and numeracy;
 - to improve pupils' bilingual competence;
 - to make greater use of assessment outcomes in planning;
 - to improve links with local businesses; and
 - to extend self-evaluation procedures.

Summary

10. The school succeeds in establishing a positive ethos for learning within a homely and caring environment. Since the last inspection, the school has maintained the good standards in most of the subjects and areas of learning inspected. In the subjects judged to have good features that outweigh shortcomings, the school recognises the need for further improvement and has good initiatives in place which are succeeding in improving pupils' standards.
11. The self-evaluation report, produced by the school before the inspection, is a comprehensive document that identifies strengths and areas where improvements are needed. The inspection team agreed with the school's judgements in five of the seven key questions. A higher grade was awarded to key question 2. The inspection evidence indicates that the school has underestimated the quality of the provision in aspects of work relevant to this key question. A lower grade was awarded to key question 4 as some omissions were found in aspects of policies and school procedures that need to be addressed.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 3
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 3
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

Standards

12. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	6%	71%	23%	0%	0%

13. The school meets the Welsh Assembly Government (WAG) target for 2007 that standards of achievement are at least Grade 3 in 98% of classes inspected and Grade 1 and 2 in 65% of classes inspected.

Early years

14. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

Areas of learning for under-fives

15. In the six areas of learning inspected, the children's standards of achievement are as follows:

Areas of Learning	Reception
Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Grades for standards in subjects inspected

16. In the lessons inspected, pupils' standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 3	Grade 3
Design technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical education	Grade 3	Grade 3

17. In most of the subjects and areas of learning inspected, the children under five and the vast majority of pupils in both key stages make good progress in their learning and achieve their agreed learning targets. Pupils with ALN also make good progress and achieve their personal targets.
18. In the National Curriculum (NC) teacher assessments over the last three years, the number of pupils assessed at the end of both key stages varies significantly from year to year and as a result national comparisons are not always valid.
19. In the NC assessment tasks in 2007 at Key Stage 1 (KS1), pupils' attainments, according to teacher assessment, are the same as the national and above the county average in English, but they are below both the national and local averages in mathematics and science. It is noted that the results in 2007 were adversely affected by the significant percentage of pupils (33%) with ALN in the class. Pupils' attainments overall, however, are above the county and national averages. When compared with similar schools in Wales, on the basis of free school meals, pupils' attainments are uneven. Overall, they are in the lower 50%.
20. In Key Stage 2 (KS2), pupils' attainments, according to teacher assessment in 2007, are above the national and county averages in English, mathematics and

science. When compared with similar schools in Wales, on the basis of free school meals, pupils' attainments are in the upper 25% in all subjects. Over the previous three years, pupils' attainments are consistently higher than the county and national averages. By the end of KS2, the results indicate significant improvement and gains in all subjects.

21. The Early Years children make good progress in developing their listening, speaking, early reading, writing, numeracy, and information and communication technology (ICT) skills. They settle well into school routines and most children apply their learning skills effectively and confidently in their work.
22. In both key stages, good features outweigh shortcomings in pupils' standards and progress in the key literacy skills of listening, speaking, reading and writing English across the curriculum. In both key stages, the best work is of a good standard but a significant minority of pupils' speaking and writing skills are hampered by a limited subject vocabulary and an insecure grasp of sentence patterns.
23. In KS1, pupils make appropriate use of their numeracy and ICT skills in other subjects. In KS2, pupils make good use of their numeracy and ICT skills for a range of purposes and the best work is of a good standard. Year 3 (Y3) and Year 4 (Y4) pupils, for example, make very good use of their ICT skills in aspects of their work in science and history. In general, however, pupils do not extend and improve their literacy, numeracy and ICT skills progressively across the school.
24. In both key stages, good features outweigh shortcomings in pupils' bilingual proficiency. Most pupils have a secure understanding of basic language patterns and vocabulary and generally communicate with increasing confidence in class lessons.
25. Pupils' moral, social and cultural development is good. Pupils help one another during lessons and outside during playtimes. They have a good awareness of those less fortunate than themselves and contribute well to good causes.
26. Pupils show good development in their personal and social skills, and in their ability to work together. They welcome visitors warmly to their school and are courteous when speaking with adults.
27. Pupils have a good awareness of Y Cwricwlwm Cymreig (the Welsh Curriculum) through their studies in history, geography, art and religious education.
28. Pupils show a good awareness of equal opportunity issues. They understand that everyone should be treated fairly and that they should respect the views of others. Through the contribution of visitors to the school, and their work in subjects such as religious education and geography, pupils develop respect for the diversity of beliefs, attitudes and cultural traditions within society.
29. Pupils are aware of their personal targets for improvement. More able pupils demonstrate a good awareness of their particular strengths and weaknesses. In general, pupils' ability to understand what they need to do to improve the standard of their work is insufficiently developed.
30. Most pupils' attitudes to their learning, the interest they show in their work and their ability to concentrate are good. In the best practice, pupils' ability to work independently is developing well as demonstrated in subjects such as

geography and design and technology. Overall, a significant number of pupils rely on teachers' support to complete many of their tasks.

31. Pupils' behaviour is good overall and most pupils have a clear understanding of what is expected of them.
32. Pupils' knowledge of their own community is good. Visits to places of educational interest and involvement in local activities effectively broaden their understanding of their own community. Visits, and the contribution of visitors from the community, successfully develop their awareness of people's jobs and offer an effective insight into the world of work.
33. Attendance rates are satisfactory and average 94% over the previous three terms. Most pupils arrive at school on time and punctuality during school hours is good. Pupils' attendance is carefully recorded and the school takes full account of circular 3/99.

The quality of education and training

Grades for teaching

34. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	76%	14 %	0%	0%

35. Teachers have a very good working relationship with their pupils. The good and outstanding teaching includes characteristics such as teachers' high expectations, activities that consistently extend pupils' learning, skilled questioning, and good use of a variety of learning resources. Where the teaching is less effective, tasks are not consistently well matched to pupils' learning needs and there is overuse of worksheets.
36. Teachers assess pupils' achievements and progress accurately and regularly. Assessment outcomes are shared amongst the staff, but they are not consistently used to plan future teaching and learning. This aspect has been identified by the school for further attention. The annual reports to parents conform to statutory requirements and note pupils' progress, achievements and skills. The reports, however, do not always provide sufficient guidance on what pupils need to do to make further progress.
37. The school provides a broad, balanced curriculum that encompasses the NC, the Desirable Outcomes for Children's Learning and religious education. There is good provision to ensure that pupils acquire the necessary basic skills, but the planning to ensure the progressive development of the pupils' key skills of literacy, numeracy and ICT across the curriculum lacks sufficient structure.
38. There are good features in the school's approach to raising pupils' awareness and understanding of sustainable development and global citizenship. This is seen in pupils' work in the curriculum and in their project to establish a school garden which reflects the principles of caring for the environment and the importance of using natural materials. There is appropriate emphasis on the promotion of a healthier lifestyle and this is evident in the daily routines.

39. The school's partnerships with parents, other schools, institutions and the local community are good and enrich pupils' learning experiences.
40. Provision for pupils with ALN is good and meets the requirements of the Code of Practice. In classes, and during withdrawal sessions, teachers and experienced support staff offer pupils good support.

Leadership and management

41. The school is well led and managed by an experienced head teacher. Clear aims and values, which promote equal opportunities for all, are well reflected in the positive ethos that permeates the life and work of the school. The school functions daily as an orderly community.
42. All members of staff work well together and there is a strong sense of mutual support in order to further pupils' educational development and achievements.
43. This is an inclusive school with good attention to pupils' well being. Relationships between pupils, teachers and support staff are very good. Nevertheless, aspects relating to a small number of important policies and procedures relating to safety and child protection issues have omissions and need to be addressed. These issues were discussed fully with the head teacher, the staff and the governing body (GB).
44. The school development plan (SDP) is a comprehensive document that clearly sets out the school's priorities. Information gained through the self-evaluation process is increasingly used to inform future planning.
45. There is a clear commitment among the head teacher, the staff and the governors to raising standards and improving the quality of provision. Subject leaders have a secure overview of planning, provision, and standards in their particular areas of responsibility. Newer subject leaders are making very good progress in developing their knowledge and understanding of the school's provision in their respective subject areas.
46. The GB is very supportive, well informed and fully involved in the life of the school. Governors help to set the school's strategic direction and the role of the more experienced governors in monitoring the quality of provision and pupils' standards of achievement is well established. The new governors are effectively developing their knowledge of the school's monitoring procedures.
47. The school has addressed the vast majority of the key issues identified in the 2001 inspection report. In areas, such as raising pupils' standards of achievement in Welsh second language, and developing assessment procedures, the school recognises the need for further progress.
48. The management and use of resources is good. There is a good complement of suitably qualified and experienced teachers and support staff to carry out the work of the school. There is good investment in resources and equipment. They are of good quality and are used effectively.
49. The quality of the accommodation is good with outstanding features. The teaching areas provide a very stimulating and well-equipped learning environment. The outdoor play and learning areas have made a significant contribution to the learning opportunities available for pupils. The school budget

is managed and monitored regularly by the head teacher and GB to ensure value for money.

Recommendations

In order to improve further, the school needs to:

R1 Continue to improve standards in mathematics, Welsh second language, and physical education in both key stages; *

R2 Use the good practice that exists to structure further the development of pupils' key skills, including their bilingual competency, progressively across the school;

R3 Use on-going assessment of pupils' progress more consistently to inform teaching and learning; * and

R4 Update whole-school policies and procedures relating to child protection and pupils' safety.

*(The aspects of the recommendations marked with an * have been identified by the school in its development plan.)*

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 3: good features outweigh shortcomings

50. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

51. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1 6%	Grade 2 71%	Grade 3 23%	Grade 4 0%	Grade 5 0%
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52. The school achieves the WAG targets for 2007 that standards of achievement are at least Grade 3 in 98% of classes inspected and Grade 1 and 2 in 65% of classes inspected. The outcomes also match the national findings in the Chief Inspector's Annual Report for 2005-6 which note that standards of achievement are Grade 1 and 2 overall in 77% of lessons inspected, but are below the 12% which were judged as Grade 1.
53. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments and school data indicate that a significant minority of children's attainment on entry is average to low.

Areas of Learning	Reception
Language, literacy and communication skills	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

54. In the subjects inspected, the standards of achievement are as follows:

Subject	KS1	KS2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 3	Grade 3
Design technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical education	Grade 3	Grade 3

55. In most of the subjects and areas of learning inspected, the children under five and a significant majority of pupils in both key stages make good progress in their learning and achieve their agreed learning targets. Pupils with ALN also make good progress and achieve their personal targets. In both key stages, good features outweigh shortcomings in Welsh second language, mathematics and physical education. The school recognises the need for further improvement in these subjects.
56. In the NC teacher assessments over the last three years, the number of pupils assessed at the end of both key stages is low in most years and, as a result, national comparisons are not always valid.
57. In the NC assessment tasks in 2007 at KS1, pupils' attainments, according to teacher assessment in English are the same as the national but below the county averages. They are below both the national and county averages in mathematics and science. The percentage of pupils achieving level 3, the highest level, is above the national average in mathematics but is below in English and science. It is noted that the results in 2007 were adversely affected by the significant percentage of pupils (33%) with ALN in the class. Over the

previous three years, pupils' attainments overall are higher than the county averages in most years.

58. When compared with similar schools in Wales, on the basis of free school meals, the pupils' attainments are in the upper 50% in English, the lower 50% in mathematics and the lower 25% in science. In the previous year, when compared with similar schools, pupils' attainments were in the upper 25% in mathematics and science. Nevertheless, over a three-year period pupils' attainments are uneven in all core subjects.
59. In the NC assessment tasks in 2007 at KS2, pupils' attainments, according to teacher assessment are above the national and county averages in English, mathematics and science. When compared with similar schools in Wales, on the basis of free school meals, pupils' attainments are in the upper 25% in all subjects. Over the previous three years, pupils' attainments are consistently higher than the county and national averages. By the end of KS2, results indicate significant improvement and gains in all subjects.
60. Although there are variations between year groups, there are no significant differences overall between the performance of boys and girls.
61. Early Years children make good progress in listening, speaking, early reading, writing, numeracy and using ICT skills across the curriculum. They settle well into school routines and most children apply their learning skills effectively and confidently in their work.
62. In both key stages, good features outweigh shortcomings in pupils' standards and progress in using literacy, numeracy and ICT skills across the curriculum. In both key stages, the more able pupils make good use of their listening, speaking, reading and writing skills in English to undertake research and to record their work in other subjects. All pupils listen well and most respond enthusiastically in group and whole-class discussions. The speaking skills of the average and less able pupils are less secure and are hampered by limited vocabulary and a poor grasp of sentence structures.
63. In both key stages, most pupils make appropriate use of their reading skills to gather information, and they write for a good range of purposes across the subjects. A significant minority of pupils' writing, however, is hampered by errors in syntax, spelling and punctuation.
64. In KS1, pupils make appropriate use of their numeracy and ICT skills to support their work in other subjects. In KS2, pupils make good use of their numeracy skills to calculate, and to record data in their investigations in subjects such as geography. Pupils use their ICT skills well in aspects of their studies across the curriculum with examples of very good work. The production by Y3 and Y4 pupils of stop-motion films as part of the theme 'Dangers in the Home' is a good example of pupils' confident use of a range of ICT skills. The work also reflects very effective collaborative work and the successful application of problem-solving and creative skills. In general, however, pupils do not extend and improve their literacy, numeracy and ICT skills progressively across the school.
65. Good features outweigh shortcomings in the standards achieved by pupils in their bilingual proficiency. Most pupils are enthusiastic learners of the Welsh language. They demonstrate a secure understanding of basic language patterns and vocabulary. Their ability to use the language to discuss informally is

improving well but remains an area for further improvement. This is a key target in the school's SDP.

66. Pupils have a good awareness of Y Cwricwlwm Cymreig through their studies in subjects such as history, geography, art and music. The Y3 and Y4 class project on Blodeuwerdd is a good example, as are the studies undertaken by KS2 pupils generally into the history and geography of the local area.
67. Across the school, the vast majority of pupils' skills in problem solving are developing well in subjects such as science and design technology. Pupils make good progress in their creative skills throughout the school. They apply their skills effectively in other subjects particularly in art where there are examples of very good work.
68. Most pupils' attitudes to their learning, and the interest they show in their work are good. They work productively as pairs or in small groups and make effective use of their time. In the best practice, pupils' ability to work independently is developing well as demonstrated in subjects such as geography. Overall, a significant number of pupils in both key stages rely on teachers' support to complete many of their tasks.
69. Pupils' behaviour is good overall. Rules are well understood and pupils have a growing understanding of right and wrong.
70. Older pupils are aware of their personal targets for improvement and the more able pupils demonstrate a good awareness of their particular strengths and weaknesses. Younger pupils understand what they are doing and can talk about what they do well and enjoy. In general, however, pupils' ability to understand what they need to do to improve the standard of their work is insufficiently developed.
71. Pupils make good progress regardless of their social, ethnic or linguistic background. Pupils of all abilities benefit from the additional support that they receive and make consistent progress towards fulfilling their potential and moving on to the next stage of learning. Pupils with ALN benefit from the individual programmes of support provided by the school and other agencies.
72. Pupils' personal, social and moral development is good. Most pupils show good development in their personal and social skills, and in their ability to work together. This is manifested in group activities. Pupils share and take turns from a young age. The older pupils are co-operative in the classroom and supportive of reception class pupils during playtimes. They show consideration of others less fortunate by collecting money for various charities.
73. Attendance rates are satisfactory and averaged 94% for the three terms prior to the inspection. The vast majority of pupils attend school regularly and they arrive punctually at the beginning of the day. The school records attendance accurately, according to Circular 3/99.
74. Pupils' awareness of equal opportunities issues is good. They understand that everyone should be treated equally and fairly. Through their work in subjects, such as geography and religious education, pupils show good awareness of the range of beliefs and cultural traditions within society.
75. Pupils' knowledge of their own community is good. Visits to places of educational interest and involvement in local activities effectively broaden their

understanding of their own community. Visits, and the contribution of visitors, successfully develop pupils' awareness of people's jobs and businesses in the locality. Pupils' entrepreneurial skills are less well developed.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

76. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The overall quality of the teaching is a strength of the school and consequently the inspection team has awarded a higher grade to this key question.

77. In the lessons inspected, the quality of teaching was judged as follows:

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	9%	76%	14%	0%	0%

78. These figures are above the national findings reported in the Chief Inspector's Annual Report for 2005-6 which notes that the quality of education is Grade 1 and Grade 2 overall in 79% of lessons inspected, however they are below the 17% which were judged as Grade 1.

79. Teachers demonstrate good subject knowledge in the areas of learning and subjects inspected. They use this knowledge well in setting lesson objectives and in the focus on key teaching points during lessons.

80. Throughout the school, teachers establish very good working relationships with pupils which facilitate effective learning. All pupils are treated equally, irrespective of their age, race, gender or ability.

81. Teachers successfully challenge stereotypical images and views and all pupils are actively encouraged to participate in the full range of activities provided.

82. Pupils' bilingual competence is nurtured appropriately. Teachers make good use of incidental Welsh in lessons and in activities throughout the day. In the best practice, there is increasing emphasis on developing the Welsh dimension within subjects such as history and geography.

83. Overall, teachers' planning caters well for the differing learning needs of pupils. They use a range of teaching and learning methods and relevant resources that correspond well to learning activities. There is regular monitoring and review of pupils' work and of the tasks provided. At times, however, tasks are not sufficiently well matched to pupils' ability and prior attainment to extend their learning.

84. Examples of outstanding teaching include:

- teachers' high expectations of all pupils and the constant challenge offered to them in their learning;

- teachers' outstanding ability to weave different aspects of the subjects across the curriculum; and
 - innovative use of a range of teaching and learning resources across the curriculum.
85. In lessons where teaching was judged to have no important shortcomings, the good features include:
- a range of teaching methods that are used effectively;
 - well-focused questioning techniques that develop pupils' ideas and consolidate previous learning;
 - clear explanations when tasks are set; and
 - plenary sessions at the end of lessons that succeed well in consolidating pupils' understanding.
86. The most common shortcomings in the teaching include:
- insufficient attention to developing pupils' abilities to work independently;
 - tasks not always well matched to pupils' learning needs;
 - the overuse of worksheets; and
 - insufficient attention to pupils' standards of presentation, particularly in their written work.
87. Good features outweigh shortcomings in the assessment and recording of pupils' progress. Whole-school assessment procedures are in place, including regular testing in the core subjects, which provides accurate information about pupils' achievements. The procedures for testing, recording and analysing data, however, are insufficiently structured to ensure that the information gained is used consistently in planning future teaching and learning. This has been identified by the school as an area for further development.
88. The school meets all statutory requirements. The baseline assessment that is completed soon after the children are admitted to school on a full-time basis is completed appropriately. The assessments of pupils with ALN are good. The school has established appropriate methods to identify pupils' needs and suitable individual education plans (IEPs) are provided for these pupils.
89. Pupils' work is marked regularly. Teachers' written comments offer general encouragement, but they do not always explain clearly how pupils can improve their work. More emphasis is placed on speaking to individuals about their work.
90. Pupils are set termly targets for improvement in mathematics, language and personal development, and these are discussed with the pupils and shared with the parents. However, the practice of encouraging pupils to evaluate their own work in order to promote self-assessment skills is under developed.

91. The school has identified the need to develop the recently introduced Home-School Contact Book to include elements such as target setting and an on-going evaluation of pupils' progress in achieving their targets. This is a good development.
92. The school is developing its assessment tracking system to provide clearer information on pupils' performance as they progress through the key stages. Records and samples of work are kept in the pupils' personal folders but the samples of work are not always annotated to indicate the relevance of the samples collected. The whole range of information included in pupils' portfolios is insufficiently used as part of the school's developing tracking system.
93. At present there are no collections of pupils' work leveled according to NC criteria for the core and foundation subjects. This has been identified as a school target in order to standardise teachers' assessments and show good practice.
94. Annual reports to parents meet statutory requirements. They provide relevant information and note pupils' progress, achievements and skills. The reports, however, do not always provide sufficient guidance on what pupils need to do to make further progress. Parents appreciate the opportunities they are given in formal meetings twice a year to receive information and to discuss their children's needs and progress.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

95. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
96. The school responds appropriately to pupils' learning needs and offers equal access to a broad and balanced curriculum in the Early Years and across the key stages. The curriculum meets the requirements of the NC and religious education, and the Desirable Outcomes for children under five.
97. There is a whole-school approach to long and medium-term planning which promotes continuity and progression in NC subjects. Appropriate policies and schemes of work are in place for all subjects. The school is aware of the need to update a small number of these documents and has a programme in place to achieve this.
98. The range and quality of the curriculum provided for the under-fives is varied and imaginative. The learning experiences offered in the classroom and outside meet the needs and interests of young children well.
99. Teachers are aware of the need to ensure that every pupil gains proficiency in key and basic skills. While teachers' medium-term plans identify a range of opportunities for pupils to develop their key skills, there is no effective strategy for their progressive development across the school.
100. Visits to places of educational interest, the contribution of visitors from the community, residential courses and other activities all enhance pupils' understanding of the curriculum and make a significant contribution to pupils'

experiences and development. Pupils' learning experiences are also broadened through their involvement in after-school clubs, including the Urdd and sporting activities linked to Dragon Sports. Older pupils in KS2 have gained valuable experiences on residential fieldwork courses.

101. Staff and pupils demonstrate good attitudes towards the Welsh language and the use of incidental Welsh across the subject areas and in more informal situations is a strong feature in most classes. The Welsh language also features in many displays around the school. The school, however, acknowledges the need to develop this aspect of provision further.
102. There are good links with local community groups, and visitors to school include professional artists and community workers. They all make a valuable contribution in extending the range of experiences offered to pupils.
103. There is good provision to promote pupils' moral, social and cultural development. There are good opportunities for developing pupils' social skills through learning activities that promote effective co-operation within group and paired activities. Through the school council, pupils are beginning to gain opportunities to undertake responsibilities for various initiatives. Pupils' awareness of those less fortunate is raised and they respond effectively by collecting money and contributing to good causes.
104. Provision for the promotion of Personal and Social Education (PSE) is good. 'Circle time' sessions are planned to encourage pupils to consider issues, form opinions and to share concerns. The school also helps pupils to understand the importance of exercise and a healthy diet.
105. Pupils' knowledge and understanding of other cultures is promoted appropriately through the curriculum, particularly in geography and religious education, and also by visits to places of historical interest. Overall, there is good emphasis on the Cwricwlwm Cymreig in class-work, extra-curricular activities and in community-based activities. At times, however, the planning lacks consistency across both key stages.
106. The school enjoys good partnerships with parents who are very supportive of the school. Regular communication and the home-school agreement contributes well to developing this partnership. Parents responded very positively to all aspects discussed in the pre-inspection meeting and in the questionnaires returned.
107. Overall, partnerships with local primary and secondary school are good. A member of the secondary school staff visits the school for three sessions per week to develop various transition projects, for example, in literacy. The school has identified the need to extend the joint working amongst the cluster of local schools in aspects such as Early Years education and professional development initiatives to include the sharing of good practice.
108. The equal opportunities policy reflects the school's strong commitment to equality of access and opportunity for all pupils. Pupils feel valued and the school's Golden Rules, Friendship Board, playground rules and the friendly ethos encourages them to have respect for each other.
109. With their successful involvement in Eco School projects, pupils are provided with good opportunities and experiences that effectively develop their

understanding of issues such as global citizenship and sustainable development. The school ensures that pupils are sensitive to environmental issues and involved in local community concerns. Pupils are actively involved in a variety of activities, such as recycling and litter picks, both within the school and in the community.

110. Through a number of extra-curricular activities and purposeful educational visits to shops and businesses, the school effectively develops pupils' knowledge of the world of work. Increasing attention is given to developing pupils' enterprise skills through activities such as organising the school fruit shop and involvement in developing and producing newsletters. The school recognises the need to develop this further.
111. The school is successfully laying the foundations for lifelong learning and community regeneration through a variety of methods and strategies, such as developing pupils as confident learners, through the breadth and quality of the learning opportunities offered, the attention to environmental education and the focus on the importance of community links.

Key Question 4: How well are learners cared for, guided and supported?

Grade 3: Good features outweigh shortcomings

112. The findings of the inspection team differ from the school's self-evaluation in that the school awarded grade 2 to this key question. Aspects relating to a small number of important policies and procedures concerning child protection and pupils' safety have omissions that need to be addressed.
113. The school is a happy and caring community in which pupils feel valued. All teaching and support staff work effectively as a team and support systems have been well integrated into the school's work to satisfy pupils' needs and to ensure equal opportunities. A notable feature of the school is its ethos and general sense of well being.
114. Well-established induction procedures ensure that children settle well into the reception class and feel safe and secure. Overall, there are good links with the secondary school, which effectively support the transition of pupils from Y6.
115. The school works effectively in partnership with parents and carers. Responses from parents at the pre-inspection meeting and through the pre-inspection questionnaires indicate that they appreciate the quality of care that their children receive.
116. There are appropriate policies and arrangements for sex education, first aid, the recording of accidents and for dealing with appeals and complaints. The school has a brief policy on child protection but its content does not meet current requirements in full. Staff have yet to receive training to update their knowledge and understanding and to familiarise themselves with the necessary procedures.
117. A health and safety policy and appropriate risk assessment procedures are in place for most areas. Nevertheless, there are a few important issues relating to health and safety matters that require attention. These were discussed fully with the head teacher, staff and GB.

118. Relationships between pupils, teachers and support staff are very good. Pupils' personal and social development receives good attention through specific lessons and aspects of the curriculum. The school works with a good range of professionals from external agencies, which ensures that pupils with very specific needs receive appropriate support. Behaviour is managed effectively by all staff who work consistently together. The policies on discipline and bullying are clear, and the school acts promptly to solve any problems relating to unacceptable conduct.
119. Provision for pupils with ALN is good and meets the requirements of the Code of Practice. Ten pupils have been placed on the schools' ALN register. There are effective procedures to diagnose individual learning needs, and pupils' IEPs are appropriately detailed. Attainable targets are clearly noted in the planning. Appropriate assessment and recording procedures enable these pupils to be monitored and supported well throughout the school. Pupils and staff receive very good support and guidance from the school's part-time ALN teacher.
120. The additional learning needs co-ordinator, the ALN teacher and school staff collaborate effectively to ensure good support for these pupils in class and during withdrawal activities. They ensure that pupils have full access to the curriculum and are fully integrated into the work and activities of the school. The school also works well with parents and outside agencies in reviewing the progress made by pupils and in meeting specified needs. The new governor for ALN is appropriately developing her understanding of the school's provision.
121. The school monitors pupils' attendance and punctuality carefully and the procedures fully conform to requirements. The school responds swiftly according to need.
122. This is an inclusive school. School policies and procedures promote diversity and equal opportunity well. Good race relations are promoted through stories in assembly, through work done in religious education and through the curriculum delivered to all pupils. Work in many subjects enables pupils to learn about the importance and the need for respect and tolerance. Every pupil has equal opportunities to benefit from the NC and all extra-curricular activities.
123. The opportunity to participate as members of the school council is valued by pupils and contributes effectively to developing their understanding of citizenship. It also offers them good opportunities to contribute to the school decisions that affect them.
124. An appropriate disability equality scheme is in place. The school takes steps to ensure that pupils and adults with physical disabilities are not treated less favourably with regard to the opportunities and the support they receive. The school building and facilities caters well for physically disabled pupils and adults.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
126. Although the inspection team judged pupils' standards of achievement overall as Grade 3, the inspection evidence indicates that the quality of the school's leadership and strategic management has improved the quality of provision and pupils' standards of achievement in many subjects. Pupils' standards of attainment also demonstrate significant improvements by the end of KS2.
127. The school is well led and managed by an experienced head teacher. Clear aims and values, which promote equal opportunities for all, are well reflected in the positive ethos that permeates the life and work of the school. The school functions daily as an orderly community.
128. All members of staff work well together and there is a strong sense of mutual support in order to further pupils' educational development and achievements. Shared values and norms about pupils' personal development and learning are at the heart of the school's provision.
129. The school takes appropriate account of national priorities, new initiatives and local partnerships. It has received the Basic Skills Agency Quality Mark and a range of initiatives is successfully helping pupils to gain a good understanding of sustainable development. The school recently gained the Eco schools Green Flag award. The school council is well established and helps pupils to contribute effectively to the decisions that affect them. The school works effectively with local schools on curricular and staff development initiatives and plans are in place to build on the good links that currently exist.
130. The policy and procedures for performance management and teacher appraisal are working effectively. Staff's training needs are given good attention and this nurtures their continuous professional development. Induction arrangements for staff new to the school are good.
131. The SDP includes relevant targets for the further development of the school. There are suitable processes for setting targets and the implementation of the action plans is analysed by the head teacher and the GB. Good progress is made in addressing the main targets set and clear improvements are evident in areas such as improving standards in Welsh second language and in ICT. The budget is managed efficiently and expenditure is closely linked to school priorities.
132. There are appropriate processes in place to set challenging, but realistic targets for pupils at the end of the key stage. The targets are based on the likely performance of each pupil. Most pupils achieve and on occasion exceed their targets.
133. The GB, which includes a number of new members, is very supportive and closely involved in the life of the school. Governors know their roles and

effectively support the head teacher in setting the strategic direction of the school.

134. Through discussions with staff and termly visits, governors monitor standards and quality effectively. They prepare well-written reports which are discussed by the full GB. Individual governors contribute well to aspects of the curriculum, for example, the preparation of a CD-Rom of historical features which has proved a valuable resource for pupils in their studies of the local area.
135. The GB meets regularly and fulfils most of its regulatory and legal responsibilities effectively. Most school policies and documentation give appropriate attention to statutory requirements although their systematic review and updating to meet current requirements in full is less evident. There are also minor omissions in the content of the governors' annual report to parents.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

136. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
137. There is a clear commitment among the head teacher, the staff and the governors to raising standards and improving the quality of provision. An effective self-evaluation programme is in place that identifies aspects and subjects for review over a three-year period.
138. Subject development responsibilities have been shared appropriately amongst the teaching staff. The more experienced subject leaders are well informed about the performance of the areas for which they are responsible and use the information effectively in updating schemes of work and in developing new teaching and learning approaches. New subject leaders are making very good progress in developing their knowledge and understanding of the school's provision and are having a significant impact in improving standards, for example, in ICT.
139. Subject leaders regularly monitor planning, pupils' standards of achievement, the teaching and the quality of provision. In most aspects, they record their observations fully highlighting the strengths and any areas for development. The outcomes are discussed by staff and priorities are included as areas for development in the school's SDP. Regular staff meetings also create a useful forum for reviewing policies, evaluating new initiatives and discussing pupils' general work and progress.
140. The self-evaluation report produced before the inspection is an informative document, which focuses appropriately on a range of relevant elements relating to the seven key questions. There is a clear analysis of strengths, as well as the identification of areas for moving the school forward. The analysis is based on a range of supporting evidence, which was made available to the inspection team. The findings of the inspection team match the judgements of the school in five of the seven key questions. In key question 4, the inspection team awarded a lower grade than the one awarded by the school. In the inspectors'

judgement, insufficient attention is given to important aspects of provision within this key question. In key question 2, the inspection team awarded a higher grade because the school has underestimated its strengths.

141. Recently, more formal arrangements have been introduced to enable pupils, governors and parents to express opinions on the quality of the educational provision. The written responses have been analysed and improvements are being made in some school routines. This is a good development.
142. The head teacher undertakes a detailed analysis of the outcomes of NC assessments and school tests. Teachers' assessment results at the end of KS1 and KS2 are analysed according to the county and national outcomes. Areas of concern are identified and appropriate strategies put in place to address any shortcomings. Suitable targets are set for improvement as a result of this analysis. Standards of attainment have improved significantly in KS2.
143. The SDP identifies appropriate targets and the action plans include general costings, timetables and criteria for measuring success. The head teacher and the GB effectively analyse the implementation of the action plans. Consistent progress is made in addressing the main targets set, and improvements are seen in areas such as extending the curriculum and raising standards. While there are identifiable links between the self-evaluation process and the SDP, these are not always sufficiently extended.
144. The school has given good attention to addressing the vast majority of key issues identified in the 2001 inspection report. In areas, such as raising pupils' standards of achievement in Welsh and developing assessment procedures, the school recognises the need for further progress.
145. During the last few years, the process of self-evaluation has led to the establishment of a range of initiatives, many of which have already brought about improvements in teaching and learning. They include significant developments in areas such as ICT, and further improvements in pupils' bilingual competency and in aspects of numeracy.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings.

146. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
147. All classes are staffed by suitably qualified teachers. Teachers take responsibility for class teaching and co-ordinating their specialist subjects. The school also makes good use of the Athrawes Fro, peripatetic music teacher and the ALN teacher, who teach at the school for specific sessions each week. They make a significant contribution to the educational provision.
148. Arrangements for workforce remodeling are being implemented appropriately. Statutory requirements are met, and resources are managed efficiently. Arrangements for providing teachers with time for planning, preparation and assessment are successfully implemented and contribute well to extending the curriculum offered to pupils by utilising the subject specialisms of supply staff.

149. The part-time administrator works efficiently and effectively to provide good administrative support. The school is maintained to a high standard of cleanliness by the ancillary staff.
150. Staff have appropriate job descriptions and there is a strong commitment to continuing professional development. It is guided by local and national initiatives, the SDP and teachers' individual development needs. The good teaching seen in the school reflects the positive effect of the training courses attended.
151. All subjects and areas of learning are provided with good quality resources for teaching and learning. They are matched to the school's priorities for development and are regularly reviewed by subject co-ordinators. The resources are stored centrally or in individual classrooms. Class libraries have an adequate supply of a range of books, but the central library is under developed as a learning resource.
152. The good use of the local environment, the community and educational sites, and visitors to the school, enable pupils to benefit from valuable first-hand learning experiences.
153. The new school building with its modern facilities provides a stimulating learning environment for the pupils. Good use is made of space inside the school and effective use is also made of the external environment for teaching and learning. However, the school has identified the need for repairs to the hall and kitchen area. The walls of classrooms are enhanced by attractive and colourful displays of pupils' work and achievements.
154. Spending decisions are well matched to the school's priorities as identified in the SDP. The schools' budget surplus is within recommended limits. The head teacher, and GB carefully manage the budget and monitor the impact of spending decisions to ensure value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

155. Children listen very well in class and group sessions and most children recall accurately what they have heard. They use language well in different role-play situations. More able children describe their activities and experiences effectively using a good range of vocabulary. Children's early reading skills are developing well and they enjoy looking at books. Most children trace or copy the teacher's writing to a good standard. Children respond well to questions and instructions in Welsh and demonstrate good attitudes to learning the language.

Shortcomings

156. Although there are no important shortcomings, a small minority of children's speaking skills are underdeveloped.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

157. The children show excellent attitudes to their learning and persevere well when solving problems or completing tasks. They have a very good awareness of their own needs and those of others. Most behave very well, are polite and co-operate with each other very effectively. Most children demonstrate a high level of independence in the dining hall and when managing their personal hygiene.

Good features

158. Children are happy in school and explore and experiment confidently with new learning opportunities. They form effective relationships with other children and adults. They concentrate well for increasing lengths of time.

Shortcomings

159. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

160. Most children confidently match and sort a range of objects. They sort according to size, colour and number correctly. Children count confidently demonstrating a good grasp of numerical order. Most children understand the concept of more and less. They sing a range of number rhymes correctly. They name two-dimensional shapes and describe their properties well. The more able use mathematical language correctly.

Shortcomings

161. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

162. Children know that they live in Laugharne and can describe many buildings and features of the locality. They describe the different kinds of houses in which they live and accurately note the different characteristics of the buildings. Through role-play and listening carefully to visitors, they know about the different jobs people do and they can explain their roles. Children work confidently on the computer and can program a small control vehicle well. They have a good awareness of the changing seasons and more able children can describe their main features. Children are developing a good awareness of change over time and, when discussing artefacts, they make correct use of the term 'long ago' and differentiate well between the 'old' and 'new'.

Shortcomings

163. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

164. Children's fine motor skills develop well. They use a range of tools with good control including scissors, writing implements, crayons and paint brushes. They model with dough, print with different objects and successfully manipulate construction blocks. Most children demonstrate good control and co-ordination when using the large apparatus

Shortcomings

165. There are no important shortcomings.

Creative Development

Grade 2: Good features and no important shortcomings

166. Children are familiar with and enjoy singing a range of songs and rhymes in English and Welsh, using actions where appropriate. They can discuss the instruments they have made and can explain how the sounds are produced. Children produce an effective range of pictures, patterns and collages. They can draw, paint and print well using a range of media. They mix paints effectively. In role-play situations they successfully assume different roles and happily include visitors in their play.

Shortcomings

167. There are no important shortcomings.

Welsh second language

Key Stage 1 - Grade 3: Good features outweigh shortcomings.

Key Stage 2 - Grade 3: Good features outweigh shortcomings.

Good features

168. In KS1, pupils respond accurately to instructions and greetings. They understand the phrases used during the lessons and use them accurately to respond to questions and to contribute to simple conversations. They speak with good pronunciation and intonation. Pupils sing rhymes and interpret action songs correctly.

169. Throughout KS2, pupils listen intently and a good number readily answer questions using familiar speech patterns and a basic working vocabulary. They pronounce words accurately. Younger KS2 pupils work well in pairs and groups as they gather information on particular topics and participate increasingly in dialogues and role-play situations.

170. With support, the vast majority of pupils in KS2 make appropriate progress in reading in whole-class situations. Younger KS2 pupils write for different purposes and record their experiences reasonably accurately, using basic patterns and relevant vocabulary.

171. In the best practice in both key stages, pupils make increasing use of Welsh in other subjects such as history and design technology.

Shortcomings

172. In both key stages, a significant number of pupils lack confidence when speaking and offer only brief responses.

173. In KS2, more able pupils' reading and writing skills are underdeveloped.

Mathematics

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

174. In KS1, pupils add and subtract numbers up to 20 accurately and they have a secure grasp of number bonds. They can double numbers to 10 easily and they recognise number sequences, including odd and even numbers. The more able pupils in Y2 use a number line and a hundred square to count forwards and backwards in steps of different sizes, displaying a good awareness of number patterns.

175. Pupils across KS1 demonstrate an appropriate understanding of regular two-dimensional and three-dimensional shapes and describe their properties accurately. Pupils know the value of different coins and they use them correctly

to count small amounts of money. Pupils in both Y1 and Y2 make good progress in measuring and use standard units accurately.

176. Y2 pupils collect and display information correctly in the form of simple pictographs and block graphs. They discuss their conclusions sensibly.
177. In KS2, pupils' understanding of place value, using up to four digit numbers, is sound. The vast majority use adding, subtracting, multiplying and division processes effectively on paper.
178. Pupils across KS2 make appropriate progress in their understanding of the equivalence of simple fractions. At the end of the key stage, the vast majority understand decimals to tenths and hundredths and use the correct notation to record them. More able pupils have a secure understanding of the link between fractions, percentages and decimals and confidently convert from one unit to the other.
179. In KS2, most pupils display a good grasp of two-dimensional and three-dimensional shapes and their properties, and by the end of the key stage they estimate and measure angles, and recognise acute, obtuse and right angles reasonably accurately. They make good progress in using standard units of measurement, weight and capacity.
180. Pupils collect data for a variety of purposes and the vast majority of pupils record in an orderly way, using tables, block, line graphs and pie charts. Most pupils analyse and interpret data effectively.

Shortcomings

181. In KS2, a substantial number of pupils do not have a sufficient range of strategies, including mental arithmetic skills, for solving number problems.
182. In both key stages, a significant number of pupils' investigative skills, and the skills of applying mathematics, are under-developed.
183. A significant minority of older KS2 pupils have an insecure understanding of some multiplication tables.

Design technology

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

184. In both key stages, pupils design and make a range of products and make purposeful use of different materials, equipment and techniques. When creating a product, they effectively develop their knowledge and understanding of the design process.
185. In both key stages, pupils use their marking, cutting and shaping skills correctly and with increasing dexterity.
186. In both key stages, pupils conduct relevant research into different products and produce effective prototypes. They produce a brief and generally respond

accurately to the requirements of the task. They record the process on prepared worksheets and produce objects that, overall, are an accurate representation of their original designs.

187. In both key stages, most pupils evaluate their products sensibly, noting how their finished articles might be further refined. They record their views appropriately in writing or by completing a worksheet.
188. Pupils in KS2 use a computer program well to create simple procedures that control traffic lights. More able pupils can discuss and explain well how the program works.
189. In both key stages, pupils work well together in small groups and respond sensibly to the ideas offered by others. More able pupils make and justify decisions well.

Shortcomings

190. There are no important shortcomings, but in both key stages some of the more able pupils' design skills are insufficiently extended.

Geography

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

191. In KS1, pupils have a good knowledge of their village. They can locate, name and identify the purpose of various buildings in their locality. They focus well when conducting traffic surveys and compiling data on different ways of traveling to school. They present their findings accurately in graph form.
192. Pupils recognise Wales on a map of the United Kingdom and the more able locate Carmarthen and their local area. Y2 pupils identify physical features, such as mountains and rivers, accurately in photographs.
193. Pupils have good knowledge of the weather. They record the various aspects daily and make correct use of symbols to identify different types of weather.
194. In KS2, pupils' knowledge of their own locality is good. Following fieldwork activities and residential courses at the local Outdoor Centre, they describe its physical and human features in detail, giving good examples of various geographical patterns.
195. In their mapping work, pupils in Y3 and Y4 use four figure grid references and the vast majority of pupils in Y5 and Y6 are able to locate features on maps using 6 figure grid references. Pupils develop good skills in using points of the compass and scale in their map work. They understand the purpose of a key on a map and identify different features, both natural and man made, on a variety of maps.

196. Through studying two contrasting areas, the Rhondda Valleys and Laugharne, pupils demonstrate a good awareness that places have similar and different features. More able pupils have a good knowledge of the continents of the world, the location of capital cities and the countries and main mountain ranges they would fly over to reach Eritrea.
197. In their studies of Eritrea (Years 3/4) and Lesotho (Years 5/6), pupils have a secure understanding of the main differences between the physical and human characteristics of Wales and an economically less well-developed country. Pupils compare well the school day, the homes, the methods of farming and the climate and understand the impact that landscape and climate has on lifestyles.
198. Pupils have a good awareness of environmental matters and of the effect that changes can have, recognising their own responsibilities in this respect. Pupils express their own views well on the advantages and disadvantages of building the Llanddowror by-pass.

Shortcomings

199. Although there are no important shortcomings, in both key stages a small minority of pupils do not pay sufficient attention to accuracy and neatness of presentation when recording their work.

Physical education

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

200. In both key stages, pupils listen carefully to instructions, following them correctly. Pupils have a good appreciation of the need to work safely during lessons and show a good awareness of the use of space.
201. In both key stages, pupils work hard in lessons exerting themselves physically. They have a good knowledge of the advantages of regular exercise for a healthy way of life.
202. In both key stages, pupils understand the importance of warming the body at the beginning of an exercise period and relaxing the body after exercise.
203. In both key stages, in the ball skills lessons, a substantial number of pupils demonstrate effective control of their movements. Individuals display good skills in throwing and catching a ball in a variety of situations.
204. In KS2, a significant number of pupils adapt and develop their games skills to a game situation effortlessly, and they practise techniques such as moving, dodging and working together effectively as a team. They understand the need for rules in order to play games.

Shortcomings

205. In the lessons observed in both key stages, pupils' ability to evaluate their own performance and that of others and to make suggestions about how to improve their performance is limited.
206. In both key stages, a significant minority of pupils have insecure catching skills.

School's response to the inspection

207. The staff and governors of Laugharne VCP School are pleased that the inspection findings recognise that the school succeeds in establishing a positive ethos for learning within a homely and caring environment.
208. We are delighted that the inspection process found that pupils standards of achievement and quality of teaching at least meets or exceeds The Welsh Assembly Government targets for 2007. We are proud of our pupils and their achievements.
209. The report recognises a supportive Governing Body, effective leadership and that good working relationships between teachers and support staff make a very big contribution to effective teaching, and fosters learning.
210. As a school we are constantly seeking to improve and two of the four recommendations made already feature in the school's priorities for improvement.
211. A copy of the school's action plan in respect of the recommendations made will be sent to all parents, and the Governors Annual Report to parents will report on progress.
212. We would like to thank the Inspection team for their fair and constructive report and the thorough and professional manner in which it was conducted.

Appendix 1

Basic information about the school

Name of school	Laugharne V.C.P. School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Orchard Park Laugharne Carmarthenshire
Postcode	SA33 4TE
Telephone number	01994 427228

Head teacher	Mr T Rees
Date of appointment	September 1984
Chair of governors/ Appropriate authority	Cllr. J Tremlett
Registered inspector	Miss D Morris
Dates of inspection	22-24 October, 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		10	14	6	5	12	9	11	67

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	.4	4.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.2:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	16.75
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	96%	87%	94%
Spring 2007	92%	90%	95%
Summer 2007	92%	91%	94%

Percentage of pupils entitled to free school meals	16%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83%	In Wales	81%

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	100%	In Wales	74%

Appendix 4

Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors who were present at the school for 6 inspector days. The school accepted the invitation to choose a nominee as part of the inspection team.
- Pre-inspection meetings were held with the parents GB to discuss the life and work of the school.
- Fourteen questionnaires were completed by parents and they were carefully analysed; around 93% of answers were positive.
- Discussions were held with the head teacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- Twenty-one lessons were inspected, as well as other parts of teaching sessions.
- Inspectors listened to pupils from the whole ability range in every year-group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunch-time and at the beginning and end of school sessions.
- The inspectors attended daily acts of collective service.
- Post-inspection meetings were held with the staff and GB to discuss the findings of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 2a, 5, 6 Appendices Subjects- Under-fives, Welsh second language, design and technology
Mr Wat Bundock Team Inspector	Key Questions 2b, 3, 4, 7 Subjects- mathematics, geography, physical education
Mrs Marion Donovan Lay Inspector	Contributions to key questions 1, 2, 3, 4, 7
Mr Tom Rees Head teacher/Nominee	Attending meetings and supplying information

Acknowledgement

The inspectors wish to thank the governors, head teacher, staff, pupils and parents of the school for their willing co-operation during the inspection.

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