

**INSPECTION UNDER SECTION 10 OF  
SCHOOL INSPECTIONS ACT, 1996**

**LLANDDOWROR VOLUNTARY  
CONTROLLED PRIMARY SCHOOL**

Llanddowror  
St. Clears  
Carmarthenshire, SA33 4HH

School Number: 669/3022

Date of Inspection: 2nd – 4th October, 2002

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**REGISTERED INSPECTOR: W246/78220**

1st November, 2002  
**UNDER ESTYN CONTRACT NUMBER: T/26/02P**

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## CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year-groups from the start of compulsory schooling to the age of eighteen is intended to ease communication among schools, governing bodies, parents and local education authorities and to emphasise the importance of continuity.

The term "reception" is applied to the year-group of pupils in a primary school (not a nursery class) who attain the age of five during the academic year. "Year 1" (Y1) is applied to the year-group of pupils who attain the age of six during the academic year and so on to Y13 — the year-group who attain the age of eighteen 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; Key Stage 2 of Y3 to Y6; Key Stage 3 of Y7 to Y9; Key Stage 4 of Y10 and Y11 (which is the final year of compulsory education).

## GRADE DESCRIPTIONS

The following five-point grading scale is used to represent the main judgments in the report:

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**

Llanddowror VCP School is a small school situated in the centre of the village on the busy A477 between St Clears and Red Roses. It serves the village of Llanddowror and the surrounding rural community. The school is placed in category “A” of the Local Education Authority’s (LEA) language policy. Approximately 14% of the pupils come from homes where Welsh is the predominant language spoken at home. The school considers the area from which the pupils are drawn is neither prosperous nor economically disadvantaged.

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

Education is provided for pupils between the ages of 3-11, with 19 pupils on roll. There are no pupils from a multi-ethnic background. The majority of pupils have received pre-school education. Around 14% of the pupils are entitled to free school meals. At present, there are eight pupils on the Special Educational Needs (SEN) register, none of whom carry statements.

Since September 1999, the school has been a community school. It has experienced significant staff changes recently. On the retirement of the previous headteacher in May 2002, the early years and key stage 1 (KS1) teacher is now the acting headteacher with a newly qualified teacher (NQT) in charge of KS2 pupils. The present budget allows for two full-time teachers and one part-time for 0.4 of the week. The school, built in 1876, houses two small classrooms and is surrounded by a small outdoor play area. The school was last inspected in the Autumn Term 1996.

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

The focus for the present academic year is to:

- develop a learning environment where pupils and staff can feel happy and safe;
- develop a learning environment where each child is appreciated;
- develop a curriculum which is broad and relevant;
- develop spiritual and moral values and respect for Christian values;
- develop a system to measure success.

## 2. MAIN FINDINGS

### The Main Findings of the Report

- Llanddowror VCP School provides a happy and caring environment. It is managed by a supportive governing body. The acting headteacher provides caring leadership and has a developing overview of the life and work of the school. The staff work effectively as a team ensuring the school's clear values, especially respect for individuals, their needs and achievements and have a positive effect on pupils.

### Educational Standards Achieved by Pupils

- Standards of achievement overall in the school are good in around 26 per cent of sessions observed, satisfactory in 52 per cent and unsatisfactory in 12 per cent.
- The vast majority of the children come to school with average levels of literacy and numeracy skills. Overall in early years, children make satisfactory progress. As a result, the overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making satisfactory progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning are as follows:

Area of Learning	Reception
Language, Literacy and Communication Skills	Satisfactory
Personal and Social Development	Satisfactory
Mathematical Development	Satisfactory
Knowledge and Understanding of the World	Satisfactory
Physical Development	Satisfactory
Creative Development	Good

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

Subject	KS1	KS2
Welsh	Unsatisfactory	Unsatisfactory
English	N/A	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Good	Good
Design and Technology	Satisfactory	Satisfactory
Information Technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Good
Music	Satisfactory	Satisfactory
Physical Education	No Judgement	Satisfactory
Religious Education	Good	Good

- In both key stages, standards of achievement are similar, with standards overall being satisfactory or better. In both key stages, too few pupils undertook the NC Assessment tests in 2002 to make a valid judgement in comparison with national averages.
- There is no significant variation between the performance of boys and girls. Overall, pupils with SEN make satisfactory progress.
- Overall, pupils' standards achieved in key skills across the curriculum are good in listening throughout the school. In KS2, they are good in speaking in English and satisfactory in reading and writing. Standards in application of number are satisfactory in both key stages. Speaking, reading and writing skills in Welsh are unsatisfactory in both key stages, with the school acknowledging that few pupils attain acceptable standards. The use of information and communications technology (ICT) for different purposes is unsatisfactory in both key stages.

### **Ethos of the School**

- The ethos of the school is good. Daily acts of collective worship are Christian in character which is the root of the values on which the school is founded; they fully comply with statutory requirements. Pupils contribute to and respect the atmosphere of reverence.
- Pupils' moral and social development is good; their cultural development is satisfactory. Pupils have an increasing awareness of Welsh culture, traditions and heritage. However, there is room for further development through the study of Welsh artists, music and characters in history. Pupils' knowledge and understanding of other world cultures is satisfactory.
- The quality of pupils' behaviour is good. Good behaviour is fostered through a system of reward and examples of courtesy and kindness shown by the teachers.
- Attendance levels are satisfactory; punctuality is good.

### **Quality of Education**

- Overall, the quality of teaching was good in around 36 per cent of sessions observed, satisfactory in 52 per cent and unsatisfactory in 12 per cent. Teachers have a good relationship with pupils and they know the pupils and their backgrounds very well. They plan balanced lessons with clear aims and pay due attention to the various levels of pupils' ability in most lessons by providing suitably differentiated tasks. In the best practice, well-organised, direct teaching, good classroom organisation and use of learning resources are effective in developing pupils' knowledge, understanding and skills. Teaching is of a consistently brisk pace in KS2, ensuring pupils are kept on task. Plenary sessions are well used to reinforce main points, particularly in KS1.
- In the lessons judged to be unsatisfactory or less effective, insufficient emphasis is placed on developing pupils' oral skills in Welsh, with the majority of the subjects of the NC being taught through the medium of English in KS2. In question and answer sessions, answers are regularly accepted through the medium of English in both key

stages, resulting in pupils lacking confidence in responding through the medium of Welsh. Teachers' short-term plans do not identify ways to develop the key skills in a systematic way and across a range of subject areas. Teachers do not provide sufficient opportunities for pupils to work in groups or use computers on a regular basis.

- Assessment and recording procedures are unsatisfactory. Reporting arrangements are satisfactory. The school has an agreed policy which reflects best principles and practice. However, the procedures are at an early stage of implementation. Strategies for involving pupils in self-assessment and target setting are under-developed. Annual reports to parents are generally informative and meet statutory requirements.
- Overall, the curriculum is broad, balanced and relevant. However, there is an imbalance in the physical education curriculum in favour of swimming and this affects the time allocated for other NC subjects. New policies and schemes of work are recently in place for all curriculum subjects which respond to NC 2000 requirements. However, they have yet to impact significantly on standards of achievement. There is no whole-school strategy for the development of key skills across the curriculum. Teachers organise educational visits to many places of interest. These extend pupils' knowledge and expertise and are important features of the school. Extra-curricular activities satisfactorily enhance the quality of the curriculum. A homework policy is applied consistently and parents are happy with the existing arrangements.
- The quality of support, guidance and pupils' welfare is good. Teachers know the pupils well and attend effectively to their personal needs. Pupils are well supervised at all times. However, a safety issue was discussed with the governing body.
- The quality of provision for pupils with SEN is satisfactory. Overall, pupils make good progress with a number having moved down a stage on the register of SEN. However, pupils on Stage 3, whose reading and phonic skills are limited, make limited progress. The school has planned specific in-service training for the whole staff to address this need. Parents of pupils with SEN receive information regularly. However, they are not sufficiently involved in the preparation of individual educational plans (IEPs) or in providing specific assistance where it would be beneficial.
- Partnership between school and parents, community, other schools and institutions is good. Parents and members of the community are supportive of the school.
- Partnership with industry is satisfactory.

## **Management**

- The quality of the school's procedures for self-evaluation and planning for improvement has some developing features but is unsatisfactory overall. However, a culture of critical self-review is being sensitively promoted by the newly appointed acting headteacher. There is currently no rigorous process of self-review, which identifies the school's strengths and shortcomings. The school development plan (SDP) is well structured in the short-term though plans are not determined by rigorous self-evaluation procedures.

- The governing body is supportive of the head and the school. A significant number of governors are newly appointed and are beginning to develop an awareness of their duties and responsibilities, with some curricular links having recently been developed. Formal links to monitor curricular provision and standards of achievement are at an early stage of development.
- The school's leadership and management are satisfactory. The school has a positive ethos; teachers and governors share a sense of purpose. Since her recent appointment, the acting headteacher has reviewed and adapted a number of school policies and schemes of work. Plans are in hand to develop her role in monitoring and evaluating the quality of teaching and standards of achievement. No curriculum co-ordinators are identified to know about the school's work overall, to judge its effectiveness and plan for further development.
- Governors, through the finance sub-committee, have good oversight of the budget and supervise expenditure well, ably supported by the LEA finance officer. The school manages its resources appropriately ensuring value for money. The school runs effectively on a day-to-day basis.
- Overall, the school satisfies statutory requirements and pays due attention to NAW guidelines.
- Staffing, accommodation and resources are satisfactory overall. There is adequate staffing for the number of pupils on roll, with good use made of support staff. Classroom accommodation and outside play areas, though well maintained, restrict pupils at play and during lesson times. There are no indoor toilets for pupils. Standards of cleanliness are appropriate throughout the school. Pupils' work displayed in the classrooms enhances the learning environment. Most NC subjects are satisfactorily resourced; however, limited use is made of computers to support learning.

### **Progress since the Last Inspection**

- Since the previous inspection in 1996, the school has made variable progress in meeting the targets set in the action plan. Satisfactory progress has been made in raising standards in music, improving the quality of teaching and standards in aspects of other subjects, and improving provision for early years children and pupils with SEN. Unsatisfactory progress has been made in raising standards in Welsh, improving the quality of forward planning, ensuring effective monitoring procedures and providing indoor toilets.

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

### **3.1 Standards Achieved in Subjects and Areas of Learning**

Pupils' standards of achievement overall in the school were good in around 26 per cent of sessions observed, satisfactory in 57 per cent and unsatisfactory in 17 per cent.

- Overall, the standard of achievement of the under-fives is satisfactory. Children make satisfactory progress in language, literacy and communication, mathematics, knowledge and understanding of the world, physical and personal and social development. Children make good progress in their creative development. As a result, the overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making satisfactory progress towards the Desirable Outcomes for Children's Learning. Baseline assessment shows the attainment on entry to the school is average for the vast majority of pupils.
- In both key stages, standards of achievement are similar, with standards being satisfactory or better in around 83 per cent of the work observed, including around 26 per cent where they are good.
- In KS1, standards of achievement in science, history and religious education are good. The standards in mathematics, design and technology, information technology, geography, art and music are satisfactory. The standards of achievement in Welsh are unsatisfactory in oral work, reading and writing. Pupils show a lack of confidence in developing their oral skills. No judgement could be made on standards of achievement in physical education.
- In KS2, standards of achievement are good in science, history, art and religious education. Standards are satisfactory in English, mathematics, design technology, information technology, geography, music and physical education. The standards of achievement in Welsh are unsatisfactory in oral work, reading and writing. Pupils are reluctant to converse and respond instinctively through the medium of English.
- In both key stages, too few pupils undertook the NC Assessment tests in 2002 to make a valid judgement when comparing with national averages.
- There is no significant variation between the performance of boys and girls. Overall, pupils with SEN make satisfactory progress.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

Overall, pupils' standards achieved in key skills across the curriculum are good in listening throughout the school. In KS2, they are good in speaking in English and satisfactory in reading and writing. Standards in application of number are satisfactory in both key stages. Speaking, reading and writing skills in Welsh and the use of information and communications technology (ICT) for different purposes are unsatisfactory in both key stages.

- The school has a policy for the development of key skills which gives good, clear guidance.
- Pupils throughout the school listen well to instructions. Younger pupils listen attentively to stories helping to establish good listening practices. Older pupils listen well during lesson times and all pupils listen attentively during whole-school gatherings.

- The development of pupils' skills in applying their knowledge of number across the curriculum is satisfactory. Pupils in KS1 display increasing ability in handling numbers and use their measuring ability effectively in design and technology tasks. In KS2, pupils use their numeracy skills effectively in science, history and design technology. However, insufficient opportunities are afforded for pupils to gather information, analyse data and express results using ICT.
- In both key stages, pupils' oral, writing and reading skills in Welsh are unsatisfactory, with the school acknowledging that few pupils attain acceptable standards. In early years and KS1, pupils develop a satisfactory vocabulary and understand broadly the teacher's instructions. However, the majority of the time, pupils lack confidence in conversing in Welsh. Pupils copy words and phrases accurately but lack the skills to record their findings across a range of subjects. In KS2, pupils display a limited vocabulary, with insufficient opportunities to develop their oral, reading and writing skills.
- In KS2, pupils' oral and reading skills in English are good; writing skills are satisfactory. Pupils respond appropriately to questions and are ready to discuss and express an opinion confidently. They use their reading skills effectively when researching for information. Pupils do not use a sufficiently wide range of styles in their recording in history and geography.
- In both key stages, pupils' use of ICT skills across the curriculum is unsatisfactory. In KS1, pupils' skills in undertaking activities such as creating pictures in art and producing graphs in mathematics are developing satisfactorily. In KS2, pupils access CD-ROMs in presenting factual material in history and use the digital camera effectively in work in art. However, in both key stages, computers are infrequently used to support learning, resulting in the use of ICT skills across a limited range of activities. Pupils insufficiently word process, draft or redraft their work in language, access the internet or e-mail or handle data on computers. Limited use is made of listening stations in both key stages to develop pupils' oral skills in Welsh.
- Teachers' short-term planning does not identify ways to develop the key skills in a systematic way and in a wide range of contexts.

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

##### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

Pupils' moral and social development is good and their cultural development is satisfactory. Pupils' response to the school's provision is good.

- Daily acts of collective worship are Christian in character which is the root of the values on which the school is founded; they fully comply with statutory requirements. Pupils contribute to and respect the atmosphere of reverence.
- Every effort is made by staff to promote good manners and mutual respect among pupils. Pupils respond well and appreciate the supportive and caring atmosphere.

- Pupils understand and conform to school rules. They have a good understanding of right and wrong and the importance of friendship. Moral issues are regularly discussed in ‘circle time’.
- Older pupils carry out a variety of responsibilities sensibly and show consideration for the younger pupils. Relationships are good and pupils collaborate well in lessons.
- Pupils are aware of the needs of others and are happy to raise money for various charities.
- Their social awareness is well promoted by inter-school competitions, school trips and residential visits. The ‘Helpwr Heddiw’ system gives all pupils an opportunity to take on small responsibilities.
- Pupils have an increasing awareness of Welsh culture, traditions and heritage. However, there is room for further development through the study of Welsh artists, music and characters in history. Pupils’ knowledge and understanding of other world cultures is developing appropriately.
- Pupils respond well to the school’s provision for spiritual, moral, social and cultural development.

#### **4.2 Behaviour and Attitudes**

Pupils’ behaviour and attitudes are good.

- The school is aware of a small number of pupils’ who lack self-discipline and the ability to concentrate. Teachers deal with any such occurrences quickly and effectively, so that they do not impinge on achievement or the school’s quality of life.
- The school has clear and effective policies in order to promote good behaviour and discipline and in order to prevent bullying.
- Good behaviour is encouraged through a system of rewards and by means of examples of courtesy and kindness shown by the teachers.
- No bullying was observed during the inspection.

#### **4.3 Attendance**

Pupils’ attendance levels are satisfactory.

- The school complies with the statutory requirements regarding registration of pupils’ attendance, however the appropriate symbols to denote the reason for their absence are not used.

- Although specific targets have not been set in order to improve attendance, teachers keep a very watchful eye on absences.
- Although no unauthorised absences were seen, the school's attendance records are affected by illness and a small proportion of children who take holidays during the school term.
- Children arrive at school promptly. In general, lessons commence on time every day.

## **5 QUALITY OF EDUCATION**

### **5.1 Teaching**

Overall, the quality of teaching was good in around 36 per cent of sessions observed, satisfactory in 52 per cent and unsatisfactory in 12 per cent.

- Teachers have a good relationship with pupils and they know the pupils and their backgrounds very well. Pupils' efforts and good work are praised and consistent encouragement ensures their progress.
- Teachers have a satisfactory knowledge and understanding of the subjects they teach and make good use of professional training to improve their expertise.
- They plan balanced lessons with clear aims and pay due attention to the various levels of pupils' ability in most lessons by providing suitably differentiated tasks.
- Pupils are given ample opportunity to work independently and develop their investigative skills. In the majority of lessons an appropriate challenge is offered to pupils and there is regular revision, building on what has been learnt.
- In the best practice, well-organised, direct teaching, good classroom organisation and use of learning resources are effective in developing pupils' knowledge, understanding and skills. Teaching is of a consistently brisk pace in KS2, ensuring pupils are kept on task. Plenary sessions are well used to reinforce main points, particularly in KS1.
- Effective use is made of the support staff throughout the school as well as the peripatetic staff to support the teaching.
- In the lessons judged to be unsatisfactory or less effective, insufficient emphasis is placed on developing pupils' oral skills in Welsh, with the majority of the subjects of the NC being taught through the medium of English in KS2. In question and answer sessions, answers are regularly accepted through the medium of English in both key stages, resulting in pupils lacking confidence in responding through the medium of Welsh.

- Teachers' short-term plans do not identify ways to develop the key skills in a systematic way and across a range of subject areas. In KS2, limited opportunities are planned to develop pupils' bilingual skills.
- Teachers do not provide sufficient opportunities for pupils to use computers on a regular basis.
- Teachers do not provide sufficient opportunities for pupils to work in grouped activities.
- Too little use is made of incidental Welsh to further develop pupils' oral skills in KS2.

## **5.2 Assessment, Recording and Reporting**

Assessment and recording procedures are unsatisfactory. Reporting arrangements are satisfactory.

- The school has an agreed policy for assessment, recording and reporting (ARR), which reflects best principles and practice. However, the procedures are at an early stage of implementation.
- There are inconsistencies in the quality and quantity of recording. However, there are emerging samples of good practice, particularly in Welsh.
- The school does not analyse progress and trends from local and national data. Some pupils have been set targets, but the extent to which this has raised standards for year groups and individuals has yet to be determined.
- Schemes of work identify opportunities for assessment, but the effectiveness of this in informing future planning is variable.
- Strategies for involving pupils in self-assessment and target-setting are under-developed. Pupils' work is marked regularly, but not always dated. When comments are written, they do not always provide sufficient guidance how pupils can improve.
- Portfolios which contain levelled work in Welsh have been compiled. However, this good practice has not been applied to other NC subjects.
- Annual reports to parents are generally informative and meet statutory requirements. Although targets are identified, they do not clearly specify the next steps that need to be taken to further raise standards.

## **5.3 Curriculum**

Overall, the curriculum is broad, balanced and relevant.

- The curriculum for the under-fives is based on the Desirable Outcomes for Children's

Learning. Planning identifies and promotes the key learning outcomes satisfactorily.

- New policies and schemes of work are recently in place for all curriculum subjects which conform to NC 2000 requirements. However, they have yet to impact significantly on standards of achievement. There is an imbalance in the physical education curriculum in favour of swimming, and this affects the time allocated to other NC subjects.
- Teachers' long, medium and short-term planning is detailed, but does not consistently and rigorously identify clear learning targets to meet the needs of all pupils. Differentiation for pupils of varying abilities is not a consistent feature of planning in all classes.
- There is no whole-school strategy for the development of key skills across the curriculum. In KS2, there is limited planning to ensure the systematic development of pupils' bilingual skills.
- The provision is socially inclusive and ensures equality of access and opportunity for all pupils including those with SEN. Good progress has been made in arrangements for the development of pupils' personal and social education.
- The local community and aspects of the Cwricwlwm Cymreig feature satisfactorily in curriculum provision, although opportunities for cross-curricular teaching in this respect are yet to be fully exploited.
- Teachers organise educational visits to many places of interest. These extend pupils' knowledge and expertise and are important features of the school.
- Extra-curricular activities satisfactorily enhance the quality of the curriculum. These are few in number, but include rugby and netball, and residential visits to the Urdd camp at Llangrannog and Pendine outdoor pursuits centre.
- A homework policy is applied consistently and parents are happy with the existing arrangements.

#### **5.4 Support, Guidance and Pupils' Welfare**

The quality of support, guidance and pupils' welfare is good. The school succeeds in creating a close family community.

- The staff know the children well and give full consideration to their personal needs. Pupils are aware that they can turn to them any time for help and guidance.
- The school has a range of policies, in relation to discipline, health and safety and child protection in order to ensure pupils' welfare and safety.
- Pupils' personal and social skills are promoted by means of experiences teachers offer and the good example they set.

- The standard of care for pupils during breaks, lunchtime and at the end of the day is good.
- A matter relating to safety was discussed with the governing body.
- The staff have received first-aid instruction but not everybody's qualifications in this area have been updated.

## **5.5 Provision for Pupils with Special Educational Needs**

The quality of provision for pupils with SEN is satisfactory.

- The school policy and guidelines for SEN conform to the requirements of the Code of Practice.
- The acting headteacher, recently appointed as SEN co-ordinator (SENCO), oversees and administers the provision and ensures good liaison between the class teacher and support staff.
- The school has identified eight pupils in need of SEN support, none of whom carry a statement. Pupils are fully integrated within the two mainstream classes and have access to a broad and balanced curriculum.
- There is a part-time teacher who supports pupils on a withdrawal basis, mainly developing their reading and writing skills. This provision has recently been extended to five hours weekly, subsidised from the school budget.
- Overall, pupils make good progress, with a number having moved down a stage on the register of SEN. However, pupils on Stage 3, whose reading and phonic skills are limited, make limited progress. The school has planned specific INSET for the whole staff to address this need. Tasks set correspond well to the learning needs of the pupils. However, limited use is made of information technology to support the learning.
- The individual education plans (IEPs) designed for the pupils with SEN are satisfactory. They contain appropriate learning objectives, are regularly reviewed and form a good basis for the work which the support teacher carries out. Parents of pupils with SEN receive information regularly. However, they are not sufficiently involved in the planning of IEPs or in providing specific assistance where it would be beneficial.
- In mainstream classes, teachers plan specific tasks which are well matched to pupils' needs, particularly in KS2.
- Links with outside agencies are appropriate, with good support provided by the LEA advisory teacher.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school has developed a good relationship with the community, local schools and other institutions.

- Parents give practical support by raising additional funds and assisting with various activities such as accompanying and transporting children on educational excursions. They also help with painting parts of the school building.
- Parents support the home-school agreement.
- There are effective arrangements in respect of sending out a full report to parents and for them to visit the school to discuss their children's progress.
- A good relationship has been developed with the local community by inviting residents to concerts and other regular events that are held in the local church. Pupils perform a drama at Christmas time in the local old people's home.
- Local people, including the vet, the vicar and a local historian, visit the school to talk about their work and their experiences.
- Worthwhile social and administrative arrangements have been established with the secondary school to which the children transfer. Curricular links are underdeveloped. The school plays a prominent part in Urdd activities. Pupils attend the Urdd Centre in Llangrannog annually.
- Local agencies and institutions are very supportive of the school. Although there are no formal links with a teacher-training institution, the school accepts students from secondary schools on work experience placements. The pupils benefit from these experiences.

## **5.7 Partnership with Industry**

Partnership with industry is satisfactory.

- Although there is not much in the way of industry in the area, relevant visits are organised in order to enrich pupils' experiences.
- Good links have been developed with Woodhouse Woods who deal in wood and construct footpaths in the area. Pupils have also visited Safeways supermarket and learned how to prepare and bake bread.
- Resources donated by a local merchant have enabled the school to paint and decorate the toilets.
- The school has not availed itself of the links with ELWa and local businesses in order to extend teachers' skills.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

The quality of the school's procedures for self-evaluation and planning for improvement has some developing features but is unsatisfactory overall. However, a culture of critical self-review is being sensitively promoted by the newly appointed acting-headteacher.

- The use of self-evaluation processes to identify set measurable targets for further improvement is at an early stage of development and is not yet informing teaching strategies.
- There is currently no rigorous process of self-review, which identifies the school's strengths and shortcomings.
- The goals in the SDP, while valid in themselves, are not determined by school self-evaluation and are occasionally narrow in focus.
- Systematic monitoring throughout the school is at a very early stage of development. A coherent strategy is not yet in place to ensure that standards, teaching and learning are analysed and assessed on a regular basis to enable improvements to take place.
- The school has not monitored pupils' work in most subjects, and there is no established process to evaluate teaching and learning through class visits.
- Due to a lack of long-term strategy in whole-school development planning, staff development is not closely linked to school improvement.

### **6.2 Leadership and Efficiency**

The school's leadership and management are satisfactory. The school has a positive ethos; teachers and governors share a sense of purpose.

- The acting headteacher provides caring leadership in endeavouring to improve the educational provision and standards of achievement. The school's clear values, especially respect for individuals, their needs and achievements, have a positive effect on all pupils and staff.
- The acting headteacher is responsible for a class of two early years children and six KS1 pupils. A part-time teacher is employed to teach the class for 1.5 days a week. During these periods the head undertakes duties relating to school management including administrative work. Since her recent appointment, the acting headteacher has reviewed and adapted a number of school policies and schemes of work. Plans are in hand to develop her role in monitoring and evaluating the quality of teaching and standards of achievement.

- Staff meetings are held regularly, with agendas minuted. Limited details are kept of decisions made. No subject responsibilities are identified in job descriptions. Teachers work closely with their colleagues on issues involving curricular matters. No curriculum co-ordinators are identified to know about the school's work overall, to judge its effectiveness and plan for further development. The early years learning support assistant has not undertaken any formal training.
- The governing body is supportive of the head and the school. A significant number of governors are newly appointed and are beginning to develop an awareness of their duties and responsibilities with some curricular links having recently been developed. Formal links to monitor curricular provision and standards of achievement are at an early stage of development.
- Governors, through the finance sub-committee have good oversight of the budget and supervise expenditure well, ably supported by the LEA finance officer. The school manages its resources appropriately ensuring value for money. Through prudent fiscal management, the school has accrued a surplus in its budget which is being utilised to supplement the teaching of pupils with SEN and non-contact time for the acting headteacher for management duties. An audit of school finances has not been undertaken recently.
- There is no clerical support in the school and the head undertakes all administrative tasks to ensure that the school runs effectively on a day-to-day basis.
- The school satisfies statutory requirements and pays due attention to NAW guidelines.

### **6.3 Staffing, Accommodation and Learning Resources**

Staffing, accommodation and resources are satisfactory overall.

- At present, the school is adequately staffed with two full-time teachers, including the acting headteacher, and one part-time teacher for a total of 19 pupils.
- The teachers are suitably qualified but job descriptions are not yet in place for all members of staff.
- Classroom accommodation is barely adequate for the number of pupils on roll and the outside play area is very confined. The KS1 classroom area is too cluttered and this restricts learning activities.
- Good support is provided by the classroom assistant, caretaker, kitchen staff and midday supervisor. Standards of cleanliness are appropriate in the school.
- The classrooms are used for dining, teaching and other purposes. There is no space within the school for physical education lessons.
- Pupils' work, which is often displayed in the classrooms, enhances the learning environment.

- Most NC subjects are satisfactorily resourced. There are, however, deficiencies in some areas such as Welsh and science.
- While satisfactory use is made of resources in most instances, limited use is made of those available in information technology.

## 7. SUBJECTS AND AREAS OF LEARNING

### Standards Achieved by Pupils

#### Provision for the Under-Fives

The education provided for the under fives is appropriate and promotes satisfactorily the Desirable Outcomes for Children's Learning. On the whole, standards are satisfactory.

There is one nursery age child and one reception class age in the school; they come from non-Welsh-speaking homes. They share the same class as KS1 pupils. They receive support for 13 hours a week from an uncertificated classroom assistant.

- **Language, literacy and communication development is satisfactory on the whole.** Children listen intently and they benefit from listening to the older children. They respond well orally in their mother tongue to the adorable characters in their story books. They discuss fluently and naturally but on the whole they are slow to communicate in Welsh. There are few opportunities for them to remember songs, nursery rhymes, poems and rhymes in order to reinforce their oral skills. They are able to form large letters and they are beginning to copy words correctly.
- **Mathematical development is satisfactory.** They recognise the concept of numbers up to five and they form the numbers correctly in their early records. Whilst playing in the shop, they begin to understand mathematics and to learn about the processes of buying and selling. They recognise simple shapes. They have casual opportunities to share experiences of measurement and comparison during sand and water activities.
- **Children's personal and social development is satisfactory.** They play well together and they are willing to share and take their turn. They respect the teacher and the classroom assistant and they display care and a fondness for other children and adults. They begin to take responsibility for personal hygiene by washing their hands on suitable occasions. They display increasing confidence in asking for help when they need it. Their development is less effective when one or the other is absent.
- **Their knowledge and understanding of the world is satisfactory.** They begin to recognise the sequence of days of the week, times of day and the seasons and their features. They understand that the way people live can change with the passage of time. They begin to recognise some categories of workpeople from the nature of their work; they speak with some reticence about their homes, their relatives and where they live.

- **Children’s creative development is good.** They handle equipment confidently and enjoy cutting and pasting paper. The children derive pleasure and enjoyment from role play in the shop. In formal music lessons with KS1, the children have many opportunities to create music with a variety of instruments and they recognise sounds that are made by shaking simple objects.
- **Physical development is satisfactory.** Children use small equipment when playing successfully with board games and they are able to use and manipulate painting materials, pencils and scissors. They have opportunities to handle furniture in the classroom shop and to play on large apparatus in the play area during good weather in order to develop their pushing, pulling, climbing and sliding skills.

## Welsh

Standards of achievement are unsatisfactory in both key stages.

### Good Features

- Pupils’ listening skills are good especially when a range of teaching strategies are employed to attract their attention.
- Pupils in Y1 and Y2 make effective contributions to oral work on the termly theme and talk about their families and people who help them. They know and sing various Welsh songs. Older pupils talk enthusiastically about their recent visit to Castell Henllys.
- In KS1, pupils make effective use of picture dictionaries to copy words accurately. By the end of KS2, pupils produce interesting work in ‘Fy Nyddiadur’, some of which is quite imaginative in form. The role of ‘Helpwr Heddiw’ is developing appropriately in the school.
- Appropriate advice and support are received from the ‘Athrawes Fro’.

### Shortcomings

- Pupils of all ages lack confidence in using and developing their oral skills, with the majority of responses accepted through the medium of English.
- Pupils’ reading skills are under-developed. In KS2, pupils do not practise their reading on a sufficiently regular basis, with higher order reading skills under-developed.
- Pupils’ writing skills are unsatisfactory throughout the school. By the end of KS1, pupils do not write sentences on a regular basis while KS2 pupils have limited skills in writing on an extended basis.

## **English**

Standards of achievement are satisfactory in KS2.

### **Good Features**

- Pupils speak confidently. They answer questions without hesitation and offer relevant observations. They extend their contributions by offering their opinions when given the opportunity.
- Pupils across the key stage display good attitudes towards reading. Good reading practices are established and pupils' range of reading is extended throughout KS2. The majority of pupils read well by the end of the key stage. In their study of the class novel, pupils develop an increasing understanding of plot and character.
- Younger KS2 pupils begin to express opinions on the books they read. Older pupils' research skills are developing appropriately; they gather information from different sources and use it sensibly.
- Pupils' writing skills are satisfactory. They use a developing range of styles and write for a satisfactory range of purposes. They understand the functions of parts of speech and use grammatical terms with developing accuracy in creative writing exercises. By Y6, the majority of pupils develop a legible cursive style of writing.

### **Shortcomings**

- Pupils across the key stage do not draft and redraft their work sufficiently. The use made of information technology in relation to developing this element is limited.
- Pupils do not spell a number of basic words accurately and make limited use of dictionaries to support their learning. Y4 and Y5 pupils do not use punctuation marks correctly, including limited use of full stops, commas and apostrophes.
- Pupils do not write on an extended basis, making limited use of paragraphs.
- Throughout the key stage, pupils regularly use pencil, resulting in presentation of work which is below expectations.

## **Mathematics**

Standards of achievement are satisfactory in both key stages.

### **Good Features**

- Pupils in both key stages demonstrate a positive attitude towards mathematics and develop an appropriate mathematical vocabulary.

- KS1 pupils make good progress in their understanding of number and money. Y1 pupils effectively distinguish between odd and even numbers and demonstrate a good grasp of number sequences.
- By the end of KS1, pupils have a sound grasp of the two, five and ten-times tables.
- The majority of pupils who have reached the end of KS1 demonstrate a sound grasp of simple fractions and tell the time in appropriate intervals.
- Y3 pupils undertake short multiplication and division sums, add and subtract three-digit numbers by carrying and borrowing.
- Older KS2 pupils demonstrate a sound grasp of money and of the properties of angles and circles.
- By the end of KS2, more able pupils know the multiplication tables up to 10 and answer random questions on these. They add and subtract using alternative strategies to reach answers quickly.

### **Shortcomings**

- Pupils in both key stages make very limited use of ICT to develop their work in mathematics.
- There is often a lack of differentiated work in mental mathematics sessions, which results at times in the less able having difficulty with the task but the more able being under challenged, mainly in KS2.
- Throughout both key stages, pupils' mental strategies are relatively underdeveloped.
- Pupils' understanding of graphs and their data-handling skills are underdeveloped.

### **Science**

Standards of achievement are good in both key stages.

#### **Good Features**

- Pupils have a good background knowledge across the different attainment targets of the NC.
- Pupils in KS1 have good knowledge and understanding of the stages of growth of the human body, healthy eating and the care of teeth, in addition to food chains and life cycles.
- In KS2, pupils study fabrics, materials and their properties, and various gases. They undertake a detailed study of animals and their dental records.

- There are appropriate cross-curricular links with physical education and mature scientific work on heart rates, keeping healthy and the benefits of various kinds of exercises.
- Pupils in KS2 undertake detailed chronological research work on sun-bathing in 1885, 1933, 1964 and 2002 which is carefully recorded and analysed in pupils' files.
- Pupils are familiar with the need for a fair test, commensurate with their age and ability. Older KS2 pupils sort out which variables should remain constant or change.
- There is generally good use of scientific language in both key stages, appropriate to age and stage of development.

### **Shortcomings**

- Pupils in both key stages make very limited use of ICT to develop their work in science.
- In both key stages, science is taught almost exclusively through class lessons. Little attention to differentiation occurs other than through the use of worksheets and, as a result, there are few opportunities for pupils to plan and conduct their own experiments and to research independently.

### **Design and Technology**

Standards of achievement are satisfactory in both key stages.

#### **Good Features**

- Pupils in KS1 draw simple design plans and discuss, clarify and refine their ideas with developing confidence.
- Pupils develop appropriate skills in cutting, sticking and joining various materials.
- Pupils have satisfactory knowledge of the different properties and qualities of materials.
- Pupils in KS1 analyse and prepare their favourite sandwiches. They compare commercially produced sandwiches with their own varieties and express clear preferences.
- Pupils use the digital camera effectively to record their experiments and report back to their groups.
- KS2 pupils effectively prepare and evaluate their food salads.
- Evidence of previous work indicates KS2 pupils design and make colourful Christmas cards.

### **Shortcomings**

- The finished products in both key stages often lack depth and imagination.
- Finished products are not always of a satisfactory quality, with too little emphasis placed on designing.
- Limited use is made of ICT at the design stage across both key stages. In KS2, pupils have limited understanding of how electrical circuits achieve functional results and do not create, test, modify and store instructions to control events.

### **Information Technology**

Standards of achievement are satisfactory in both key stages.

#### **Good Features**

- Pupils in KS1 make good progress in developing keyboard skills and mouse control.
- With support from their teacher, younger pupils select and load programs, enter data and save their work.
- KS2 pupils satisfactorily extend their word-processing skills to print out written work.
- Occasionally, pupils make use of CD-ROMs to support their work in other subject areas.
- Pupils throughout KS2 make satisfactory progress in word-processing, basic keyboard skills and skills of saving and retrieving work.

#### **Shortcomings**

- In both key stages, pupils use information technology in a limited range of applications. Insufficient use of the available equipment hinders further development of their skills.
- Use of ICT applications such as e-mail and the internet is limited.
- Pupils' skills in creating data bases and preparing information for processing is underdeveloped.

### **History**

Standards of achievement are good in both key stages.

### **Good Features**

- Pupils in both key stages develop a good awareness and understanding of chronology. KS1 pupils use common words and phrases relating to the passing of time while KS2 pupils use conventions which describe the passing of time. They make good use of time lines when recording the reign of Tudor monarchs.
- In KS1, pupils' historical enquiry skills develop appropriately. They find out about the past from a range of historical sources including artefacts and visual sources.
- Pupils' knowledge and understanding of the past are enhanced through listening to a range of stories, including stories from Welsh history. They have good knowledge of a number of characters including Griffith Jones, William Morgan and Jane Pritchard.
- Pupils in both key stages make effective use of their visit to Castell Henllys when studying a number of elements linked to the life of the Celts.
- KS2 pupils develop a good knowledge and understanding of life in Tudor times. They use a range of sources to identify the ways of life of rich and poor people.
- KS2 pupils make good use of CD-ROMs to gather information in note form.

### **Shortcomings**

- Pupils' organisation and communication skills are underdeveloped. Pupils do not record and write extended accounts about past events. In KS2, overuse of worksheets inhibits pupils' ability to write on an extended basis.

### **Geography**

No lessons were timetabled during the inspection. Evidence of previous work and discussion with pupils indicate standards of achievement are satisfactory in both key stages.

#### **Good Features**

- KS1 pupils develop a satisfactory geographical vocabulary. They show appropriate knowledge of people and services that support the community.
- They have a satisfactory awareness of the school and their locality. Pupils name and describe the main features of their classroom. Pupils observe and record observations of daily weather patterns.
- In KS2, pupils have a good understanding and knowledge of the local area. They observe, collect and record information when undertaking a village survey. Simple maps are drawn, identifying the main buildings. Pupils make effective use of their knowledge of co-ordinates and four-figure grid references to identify places.
- Pupils apply their number skills effectively when comparing climates of various

cities. They confidently identify and locate places and continents using atlases.

- When studying the theme of environmental change, pupils recognise that people have different views about changes to their environment following a visit to a local wind farm.

### **Shortcomings**

- KS1 pupils' skills in handling and drawing simple maps and plans are underdeveloped.
- KS2 pupils' awareness and understanding of a contrasting locality in Wales are underdeveloped.
- Pupils in both key stages make very limited use of ICT to gain access to additional information sources and to assist in handling, classifying and presenting evidence and communicating ideas.

### **Art**

No lessons were timetabled during the inspection in KS1. Scrutiny of previous work indicates that standards of achievement are satisfactory in KS1 and good in KS2.

### **Good Features**

- In KS1, pupils' skills and knowledge of line, shape and form develop satisfactorily. They experiment with developing confidence when sketching local features and drawing and painting self-portraits.
- Pupils colour mix effectively, displaying a good understanding of tone, evident in their pictures of the natural environment.
- Pupils experiment successfully when printing symmetrical shapes and patterns.
- In KS2, pupils begin to describe and make comparisons between their own work and that of others. They experiment with some of the methods used by other Welsh artists.
- When sketching, pupils display a good understanding of perspective. When colouring, the majority match and blend colours effectively using paint and crayon.
- In their studies on texture, pupils display good understanding when collecting a series of rubbings from different surfaces to describe their textures.
- In their sketch books, pupils satisfactorily draw and sketch from their observations of buildings in the locality.
- Pupils effectively use the digital camera to support their learning when drawing good quality, realistic self-portraits.

### **Shortcomings**

- Pupils in KS1 have limited understanding of art, craft and design from different periods and cultures.

### **Music**

Standards of achievement are satisfactory in both key stages.

#### **Good Features**

- In KS1, pupils explore sounds effectively by clapping their hands and beating instruments to time.
- In appraisal, KS1 pupils accurately recognise and describe sounds in the environment.
- In KS2, pupils sing a satisfactory repertoire of unison and simple part songs with increasing control of breathing, diction, dynamics and pitch.
- All KS2 pupils play the recorder with developing confidence. They receive weekly tuition from a peripatetic music teacher. A minority of KS2 pupils receive violin tuition from a specialist teacher; they make appropriate progress.
- In KS2, pupils use their ICT satisfactorily to occasionally record and appraise their singing performances.

#### **Shortcomings**

- In KS1, pupils have limited skills in playing simple melodies on a variety of instruments. They do not practise and perform on a regular basis.
- In both key stages, pupils do not listen to a broad range of music.

### **Physical Education**

Standards of achievement are satisfactory in KS2. There was insufficient evidence to make a valid judgement in KS1.

The school makes good use of the playing field situated nearby for team games and athletics. All pupils in the school undertake weekly swimming lessons throughout each year. The school states that the vast majority attain the NC standards expected of eleven-year-old pupils. However, this creates a significant imbalance in curriculum time within physical education and the NC in general. Pupils take part and enjoy their participation in the school's athletics competitions and inter-school sports activities in netball, football, rugby, athletics and cricket.

### **Good Features**

- In a games lesson, KS2 pupils know the significance of warming up and removing jewellery prior to participating in physical activity. They display satisfactory skills when rolling and retrieving a ball. Good skills are displayed in throwing and catching when working in pairs.
- KS2 pupils have a good understanding of rules and scoring systems when practising a range of ball games. They observe the conventions of fair play and sustain activity for an extended period of time.

### **Shortcomings**

- In gymnastics, pupils' skills in being able to work at different levels are undeveloped due to a lack of gymnastic apparatus.
- The majority of KS2 pupils do not wear appropriate clothing and footwear during games lessons.
- KS2 pupils' skills in evaluating their work and that of others are underdeveloped.

### **Religious Education**

Standards of achievement are good in both key stages.

#### **Good Features**

- The subject is accorded a prominent place in the curriculum and is taught regularly in each class.
- Pupils have a clear understanding of right and wrong and express their opinions on simple moral issues.
- In KS1, pupils are aware of the major Christian festivals and show good recall of a good range of Bible stories.
- Pupils are aware of the Ten Commandments and discuss the conditions and rules for being good friends.
- KS2 pupils are introduced to other world religions, including Judaism and the Muslim faith.
- Older KS2 pupils produce detailed work on Christianity and compare their own lives with those who live in countries such as India.
- Pupils regularly visit their local church and display a reverent awareness of the importance of this church and the life of Griffith Jones.

- Morning assemblies, guest speakers and appropriate educational visits help to extend pupils' knowledge of Christian beliefs and practices.

### **Shortcomings**

- Although pupils undertake a developing range of written work, too heavy a reliance is sometimes placed on photocopied sheets at the expense of independent writing.
- There is insufficient use of ICT to extend pupils' learning.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The school was last inspected in 1996. The report identified the key issues for action listed below, namely, to:

- raise standards of achievement in Welsh and music;
- improve standards in aspects of other subjects such as responding to literature in both languages and other creeds in religious education;
- improve the quality of forward planning thus ensuring effective monitoring procedures for the developments;
- improve the provision for pupils with SEN;
- improve aspects of the quality of teaching in KS1 and KS2;
- improve provision for children under five;
- improve the quality of the buildings by providing indoor toilets.

The school has made variable progress in addressing the key issues raised in the inspection report.

- INSET was undertaken by teachers and schemes of work were revised. Extra resources were purchased, further support was sought from the athrawes fro and pupils from English-speaking homes who commenced at the school part way through their primary education were encouraged to frequent the language centre. Further peripatetic music teaching was undertaken. In the 2002 inspection, it was judged that unsatisfactory progress has been made in raising standards in Welsh and satisfactory progress in music.
- New resources were purchased to extend the range of literature read by pupils. Religious artefacts were borrowed from a local teacher-training establishment and support was sought from the LEA's support teacher for religious education. In the 2002 inspection, it was judged that satisfactory progress has been made, with pupils reading a developing range of literature in English and having a satisfactory knowledge and understanding of other creeds.
- The SDP was reviewed and revised, with monitoring procedures identified for development. In the 2002 inspection, it was judged that although the present SDP is

satisfactory, unsatisfactory progress has been made in ensuring monitoring procedures are undertaken.

- Teaching hours to support pupils with SEN were appropriately extended, financed from the school budget. IEPs were reviewed and achievable targets set for pupils. In the 2002 inspection, it was judged that satisfactory progress has been made. Good teaching support is now provided. However, pupils on Stage 3, whose reading and phonic skills are limited, make limited progress. The school has planned specific INSET for the whole staff to address this need.
- Schemes of work were recently reviewed, a balance of whole class, group and individual work was planned and challenging tasks were set to ensure pupils gained their full potential. In the 2002 inspection, it was judged that satisfactory progress has been made. Present schemes of work fully comply with NC 2000 requirements. However, they have yet to impact significantly on standards. Overall, there is a good balance of whole class and individual teaching. Group teaching and tasks set for groups of pupils remain underdeveloped. Overall, set tasks match pupils' abilities.
- The early years teacher undertook INSET and visited other schools to observe good practice. Further resources were purchased and the scheme of work was reviewed to comply with statutory requirements. An uncertificated early years support assistant has recently been employed. In the 2002 inspection, it was judged that satisfactory progress has been made with standards being at least satisfactory in all six areas of learning.
- Following extensive discussions with the LEA, no specific funding has been earmarked for the provision of indoor toilets. In the 2002 inspection, it was judged that unsatisfactory progress has been made, with pupils still using the outdoor toilets.

## **8.2 Key Issues for Action**

To build on its strengths and further improve the quality of education, the school needs to:-

- raise standards in Welsh throughout the school;
- continue to maintain the standards in subjects and aspects which were judged to be good and raise standards in the subjects and aspects judged to be satisfactory by addressing the weaknesses identified;
- plan for and raise the standards in key skills across the curriculum;
- further develop assessment and recording procedures;
- improve the quality of self-evaluation and monitoring of the quality of teaching and standards of achievement;
- ensure the GB plays an increasing role in monitoring curricular provision and pupils' standards of achievement;

- address the safety issue at the school;
- provide indoor toilets.

## APPENDIX A

### Basic Information About the School

Name of School	Llanddowror VCP School
School type	Voluntary
Age-range of pupils	3-11
Address of school	Llanddowror St Clears Carmarthenshire.
Post Code	SA33 4HH
Telephone Number	01994 230643

Headteacher (Acting)	Mrs. Ffiona Jones
Date of appointment	1st May, 2002
Chair of Governors/ Appropriate Authority	Mr. Kevin James
Registered Inspector	Mr. Jeffrey Harries
Dates of inspection	2nd-4th October, 2002

## APPENDIX 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	1	1	2	4	4	2	3	2	19

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

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	9:1
Average class size, excluding nursery and special classes	9
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	<b>R</b>	<b>KS1</b>	<b>KS2</b>	<b>Whole school</b>
Term 1	86.8	93.4	90.9	90.4
Term 2	79.8	92.2	96.0	90.0
Term 3	85.4	91.8	91.4	90.0

Number of pupils excluded during 12 months prior to inspection.	0
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## APPENDIX C

### Results of National Curriculum Assessments and Public Examinations

<b>National Curriculum Assessment KS 1 Results: 2002</b>	Number of pupils in Y2: 4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.	

<b>National Curriculum Assessment KS 2 Results: 2002</b>	Number of pupils in Y6: 1
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included.	

## **APPENDIX D**

### **The Evidence Base of the Inspection**

The inspection was carried out by a team of three inspectors who spent a total of six inspector days at the school.

#### **Before the inspection:**

- 12 parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the eight completed questionnaires were analysed; the inspection team took note of the results;
- school documentation was examined.

#### **During the inspection:**

- evidence was gathered from 25 lessons or sessions observed across the age groups;
- other observations included collective worship, registration, playtimes and lunchtimes;
- discussions were held with pupils about aspects of their work and life in the school; inspectors listened to a representative sample of pupils read in Welsh and English;
- inspectors scrutinised pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the acting headteacher, staff and the governing body.

## APPENDIX E

### Composition and Responsibilities of the Inspection Team

<b>Inspector</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Mr. J. Harries	The school and its priorities; Main findings; Standards of achievement; Standards achieved in key skills across the curriculum; Pupils' spiritual, moral, social and cultural development; Quality of teaching; Provision for pupils with SEN; Leadership and efficiency; Progress since the last inspection; Key issues for action.	Early years; English; History; Geography; Music; Art; Physical education.
Dr. D. Evans	Assessment, recording and reporting; Curriculum; Quality of self-evaluation and planning for improvement; Staffing, accommodation and learning resources.	Welsh; Mathematics; Science; Design and technology; Information technology; Religious education.
Mr. R. Thomas	Attendance; Behaviour and attitudes; Support, guidance and pupils' welfare; Partnership with parents and community, schools and other institutions; Partnership with industry.	

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