

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

**A report on the quality of education in**

**Llandeilo Community Primary School  
20 Rhosmaen Street  
Llandeilo  
Carmarthenshire  
SA19 6LU**

**School number: 6692185**

**Date of inspection: 30 November 2009**

**by**

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## Introduction

Llandeilo Community Primary 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 Llandeilo Community Primary School took place between 30/11/09 and 02/12/09. An independent team of inspectors, led by Jeffrey Harries 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half/around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 **full** 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 Llandeilo Primary School is located alongside the main A483 road close to the centre of the market town of Llandeilo. It accepts pupils from a wide rural catchment area as well as from Llandeilo itself. The school states that the area is one which is neither prosperous nor subject to economic disadvantage with the intake covering the full ability range.
- 2 The school is classified by the Carmarthenshire Local Authority (LA) as a "Category B" school with English as the main medium of education and Welsh taught as a second language. No learners come from homes where Welsh is the main language. Only a very small number of learners are from minority ethnic groups.
- 3 Pupils are taught in six classes four of which are of mixed age. Nursery and reception age children are taught together in the Foundation Phase class. They have separate registration and story sessions but are grouped together by ability for focussed activities. Nursery age children enter full time following their third birthday; this provision is controlled and administered by the LA.
- 4 There are 177 learners between three and 11 years old on the register, a figure well below the 226 during the previous inspection. Around 6% are traveller children and flexi learners who are part taught at home and in school. Seventeen per cent have the right to free school meals, a figure similar to the Carmarthenshire average (15.2%) and the whole of Wales (17.5%).
- 5 Sixty five learners (37%) are on the special education needs (SEN) register, 11 of whom carry a statement; this is well above the county and national average. Around eight learners have speech and language difficulties and are taught each morning in a SEN speech and language class and return to mainstream classes in the afternoon. A similar number has behavioural disorders and are supported on an individual basis by learning support assistants (LSAs).
- 6 Since the last inspection in February 2004, there have been recent developments to provide play areas and outdoor learning for the Foundation Phase and the opening of a new library in October 2008.
- 7 The headteacher has been in post since September 2007. At the time of the inspection the assistant head was on short-term absence; a supply teacher taught her class.

### The school's priorities and targets

- 8 It is the vision of the school to provide for the full social, moral, emotional, physical and intellectual development of learners by putting them at the heart of their learning and encouraging them to be decision makers and problem solvers, and to:
  - develop learners to their full potential;
  - provide a stimulating and supportive environment;
  - offer a wide range of experiences through a broad and balanced curriculum, and
  - ensure learners appreciate the needs and abilities of others.

- 9 The focus for the present academic year is to:
- raise standards in English, physical education and learners' bilingual skills;
  - ensure teaching and assessment meet learners' needs;
  - raise attendance levels;
  - develop further the role of the governing body in monitoring the provision, and
  - develop further the role of curriculum leaders in monitoring standards of achievement.

## Summary

- 10 Llandeilo Primary School provides a happy and caring environment. It is managed by a supportive governing body. The headteacher and staff work conscientiously to ensure the school's clear values, especially respect for individuals and their achievements. These have a positive effect on learners resulting in an overall improvement in standards since the last inspection. However, standards of achievement in a minority of subjects and the development of learners' key skills remain as areas for further improvement.

### 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 3
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 1
5. How effective are leadership and strategic management?	Grade 2
6. How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7. How efficient are leaders and managers in using resources?	Grade 2

- 11 The inspection team agreed with the school's judgments in five of the seven key questions. It awarded a lower grade for key questions two and six.

### Standards

- 12 At the end of key stage 1 in 2009, learners' standards of attainment according to teacher assessment in the core subjects of the national curriculum (NC) were well above national, county and the newly designated family of schools averages in science, below in mathematics and well below in English. In comparison with similar schools in Wales, the school's performance was in the bottom 25% of performing schools. In 2009, the performance of girls was higher than that of boys. The school states that in this cohort over a third were learners with SEN.
- 13 At the end of key stage 2 in 2009, learners' standards of attainment according to teacher assessment in the core subjects of the NC were above local, national and family of schools averages in mathematics and science and lower in English. When compared with similar schools in Wales, the school's performance was in the bottom 25% of performing schools. The school states that in this cohort over a half were learners with SEN. In 2009, the performance of girls and boys was similar.

### Grades for standards in subjects inspected

- 14 Overall, the standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	61%	33%	2%	0%

- 15 These percentage figures are well below the national average for primary schools in Wales of 84% Grade 2 or better, as published in Her Majesty's Chief Inspector's (HMCI) report for 2007-2008. However, these figures show a significant improvement since the last inspection.
- 16 Overall, the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

Personal and social development, wellbeing and cultural development	Grade 2
Language, literacy and communication skills	Grade 2
Welsh language development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Creative development	Grade 2
Physical development	Grade 2

- 17 Nearly all learners with SEN make good progress and they achieve the targets set for them. Most flexi learners and traveller children also make good progress.
- 18 In key stage 1 and key stage 2 standards of achievement in the subjects inspected are as follows:

Inspection area	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 3
Design and technology	Grade 3	Grade 3
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 3
Religious education	Grade 2	Grade 2

- 19 Children's key skills develop well in the early years. They make good progress in speaking and make good use of their early skills in listening, reading, writing, numeracy and information and communications technology (ICT) to promote learning. Their personal and social skills develop well.
- 20 In key stage 1 standards and progress of learners in the key skills of speaking and reading are good. Their use of numeracy and ICT across the curriculum is also good, as is their progress in creative, problem solving and bilingual skills. Learners' skills in listening and writing are underdeveloped.

- 21 In key stage 2 learners' speaking and reading skills are good as are their creative and problem solving skills and use of mathematics across the curriculum. Their listening, writing, use of ICT and bilingual skills are insufficiently developed. Their personal and social skills are good and their thinking skills are developing well.
- 22 Overall, learners' behaviour and their attitudes towards learning are good. A few learners in the school have complex emotional and behavioural difficulties; most are making progress in managing their behaviour.
- 23 Good features outweigh some shortcomings in rates of attendance achieved by the school. Attendance rates for the past twelve months average 91.7% and are significantly higher than previous years. However, they are below national rates (93.2%) of attendance for learners of primary school age.
- 24 The majority of learners is developing the capacity to work independently. However, a minority display limited skills in organising their work and moving on to the next stage of learning.
- 25 Overall, learners work well together and show respect and care for others.

### **The quality of education and training**

- 26 In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>11%</b>	<b>59%</b>	<b>26%</b>	<b>4%</b>	<b>0%</b>

- 27 While these figures for the quality of teaching are a significant improvement on those recorded in the last inspection report, they are well below the latest figures as reported by HMCI in his annual report for 2007-2008. Nationally, the quality of teaching is Grade 2 or better in 83% of lessons, with 16% having outstanding features.
- 28 Throughout the school there are good working relationships between teachers, support staff and learners. Learning support assistants make a good contribution to the quality of the teaching and learning.
- 29 Overall teachers have a secure subject knowledge and the majority of lessons are suitably challenging and succeed in interesting learners. Teachers use an appropriate range of teaching methods and approaches and make appropriate use of available resources. There is, however, a significant over reliance on work sheets which has an adverse effect on the recording of learners' work in a number of subjects.
- 30 Good features outweigh shortcomings in assessment, recording and reporting procedures. In lessons learners receive appropriate feedback on progress, However, there is no marking policy resulting in the marking of their work being inconsistent. Annual reports to parents comply with statutory requirements.
- 31 In both key stages the school provides a broad, balanced and relevant curriculum that meets statutory requirements and is accessible to all learners.
- 32 Good features outweigh shortcomings in planning for the development of key skills across the curriculum. Plans are insufficiently rigorous in promoting the progressive development of learners' key skills in listening and writing in both key stages and use of ICT and bilingual skills in key stage 2.

- 33 Visits beyond the locality and a range of visitors to the school are very strong features of provision as are extra-curricular activities. Homework is generally appropriate and well focused.
- 34 The promotion of learners' spiritual, moral, social and cultural development is good. It is well promoted in whole school assemblies which comply with statutory requirements. The culture and heritage of Wales feature prominently and its focus on other cultures is good. There is a well focused policy document for personal and social education (PSE) and a structured programme for its promotion. The school is raising learners' awareness of the importance of healthy eating and living.
- 35 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance learners' experiences.
- 36 The school's commitment to work-related education is good with outstanding features and learners' understanding has been enriched by a range of partnerships with local employers and relevant agencies. The school makes very good provision for the development of learners' entrepreneurial skills.
- 37 Provision for education for sustainable development and global citizenship is good with outstanding features. The whole school community actively promotes sustainable development under the influence of a very effective eco committee.
- 38 There are clear procedures which contribute to ensuring the well-being of learners. The overall quality of care, guidance and support provided for learners is an outstanding feature of the school. The school has established very good liaison arrangements with a range of specialist educational and health support services. The regular involvement of individual professionals in the work of the school effectively strengthens the provision of support and guidance made available to learners and their families.
- 39 The provision for learners with SEN is very good and the school adheres closely to the SEN Code of Practice; this is an outstanding feature. The SEN co-ordinator (SENCO) is very well informed and provides very effective leadership.
- 40 The school has very effective strategies to identify learners with SEN and their needs are well met through a variety of strategies and well focused intervention programmes. The individual education plans (IEPs) written for learners are of good quality and are reviewed regularly.

### **Leadership and management**

- 41 The quality of the headteacher's leadership is good. She has instigated significant change in the short time she has been in post and has a vision for further improving and developing the school. Her positive leadership gives a clear sense of direction to the work of the school. The school's aims and values significantly promote equality for all, and are reflected in the provider's work.
- 42 Analysis of performance data is undertaken effectively. Whole school quantitative targets are set in both key stages which are challenging and realistic and this has resulted in a trend of raising standards by the end of key stage 2.
- 43 The governing body undertakes its duties conscientiously, is very supportive of the school and is active in setting the school's strategic direction. Its role in

monitoring the quality of provision is less well developed. This has been identified by the school as an area for further development.

- 44 The governing body fulfils legal and regulatory requirements appropriately. Spending decisions ensure the best value for money. A significant deficit budget over a number of years has recently been addressed resulting in the school functioning in a slight surplus.
- 45 The headteacher, governors and staff are committed to improving standards of achievement. However, the role of curriculum co-ordinators with regard to monitoring and evaluating work lacks sufficient rigour to offer a comprehensive and systematic scrutiny of the quality of provision particularly learners' standards of achievement across all the subjects. This has been identified by the school as an area for further development.
- 46 An assessment is made of a developing range of test results and teacher assessment in the core subjects at the end of key stages 1 and 2. The school makes good use of this analysis to earmark strengths and weaknesses. However, strategies and actions implemented to address the weaknesses have not led to a significant improvement in standards of achievement in English particularly in key stage 1.
- 47 The school works closely with the LA link adviser. Regular reviews are held and these give the school a better appreciation of the quality of its provision and the standards achieved.
- 48 The school development plan (SDP) is a detailed scheme which shows the school's priorities clearly, with timetables, success criteria and agreed costs indicated.
- 49 The self-evaluation report, produced by the school before the inspection indicates strengths and matters for improvement and it is supported by a wide range of documentary evidence. Since the last inspection the school has made good recent progress.
- 50 All teachers are suitably qualified and experienced. The pupil teacher ratio is high in key stage 2 with more than 30 learners in two of the three classes. There are sufficient LSAs in the Foundation Phase and to support individual learners throughout the school.
- 51 The school's resources are well matched to its priorities for development. There has been a significant improvement in the provision for ICT since the previous inspection but computers are not always well utilized to support learning in key stage 2. There is a lack of resources in design technology.
- 52 The accommodation provides a suitable setting for teaching and learning for the number of learners on roll. Adaptations to the building provide a sufficient number of teaching areas although these vary in size.
- 53 Ancillary staff including mid-day supervisors and canteen staff make a valuable contribution to the efficient running of the school. The building is clean and well maintained by the caretaker and cleaners.
- 54 The governing body is diligent with regard to its monitoring role in reviewing and directing significant expenditure areas. The school operates effectively from day to day. The administrative officer fulfils her duties very effectively and efficiently. The school provides value for money.

## Recommendations

The school needs to:

- R1 raise standards in English and design technology in both key stages and Welsh second language and ICT in key stage 2;
- R2 develop further learners' listening and writing skills in both key stages and ICT and bilingual skills in key stage 2;
- R3 address shortcomings in the quality of teaching and assessment procedures;
- R4 develop further self-evaluation procedures.

*The school is addressing aspects of all of the recommendations in its current SDP.*

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

- 55 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 56 At the end of key stage 1 in 2009, learners' standards of attainment according to teacher assessment in the core subjects of the NC were well above national, county and family of schools averages in science, below in mathematics and well below in English. The percentage of those attaining to the Level 3 was well above national, county and family of schools averages in science, and well below in English and mathematics. In comparison with similar schools in Wales, the school's performance was in the bottom 25% of performing schools. It was slightly below average in comparison with the newly designated family of schools. In the four previous years school performance fluctuated from the second to the fourth quartile. In 2009, the performance of girls was higher than that of boys. The school states that in this cohort over a third were learners with SEN.
- 57 At the end of key stage 2 in 2009, learners' standards of attainment according to teacher assessment in the core subjects of the NC were above local, national and family of schools averages in mathematics and science and lower in English. The percentage of those attaining Level 5 was similar to county, national and family of schools averages in English and science and slightly higher in mathematics. When compared with similar schools in Wales, the school's performance was in the bottom 25% of performing schools. It was around average in comparison with the newly designated family of schools. In the four previous years, school performance was below national and county average. However, there was a significant upward trend in standards of attainment in 2009. The school states that in this cohort over a half were learners with SEN. In 2009, the performance of girls and boys was similar.

58 Overall, the standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	61%	33%	2%	0%

59 These percentage figures are well below the national average for primary schools in Wales of 84% Grade 2 or better, as published in HMCI report for 2007-2008. However, these figures show a significant improvement since the last inspection.

60 Overall, the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

Area of learning	Inspection grade			
	N	R	Y1	Y2
Personal and social development, wellbeing and cultural development	2	2	N/A	N/A
Language, literacy and communication skills	2	2	N/A	N/A
Welsh language development	2	2	N/A	N/A
Mathematical development	2	2	N/A	N/A
Knowledge and understanding of the world	1	1	N/A	N/A
Creative development	2	2	N/A	N/A
Physical development	2	2	N/A	N/A

61 Nearly all learners with SEN make good progress and they achieve the targets set for them. Most flexi learners and traveller children also make good progress.

62 In key stage 1 and key stage 2 standards of achievement in the subjects inspected are as follows:

Inspection area	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 3
Design technology	Grade 3	Grade 3
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 3
Religious education	Grade 2	Grade 2

63 Children's key skills develop well in the early years. From an early age they make good progress in speaking and they make good use of their early skills in listening, reading, writing, numeracy and ICT to promote learning. Their personal and social skills develop well; they form close relationships with other children and with adults.

64 In key stage 1 standards and progress of learners in the key skills of speaking and reading are good. Their use of numeracy and ICT across the curriculum is also good, as is their progress in creative, problem solving and bilingual skills. Learners' skills in listening and writing are underdeveloped.

- 65 In key stage 2 learners' speaking and reading skills are good as are their creative and problem solving skills and use of mathematics across the curriculum. Their listening, writing, use of ICT and bilingual skills are underdeveloped. Their personal and social skills are good and they work effectively in grouped activities and their thinking skills are developing well.
- 66 Learners succeed regardless of their social, ethnic or linguistic background. Learners, including those who are part taught at home make good progress towards fulfilling their potential and moving forward to the next stage of learning. Key stage 2 learners have a developing understanding of the main factors which decide the standards they achieve. They are involved in setting targets in literacy and numeracy to address their shortcomings.
- 67 Overall, learners' behaviour and their attitudes towards learning are good. A clear code of conduct exists throughout the school and most pupils understand what is expected of them. Most learners are friendly, sociable and relate well to staff, to visitors and to each other.
- 68 The majority of learners has positive attitudes towards their work and play. They co-operate willingly with staff and their fellow pupils, settle quickly to tasks and sustain concentration to the best of their ability. However, in a number of classes, learners do not always listen attentively and on occasions impede others' learning.
- 69 A few learners in the school have complex emotional and behavioural difficulties; most are making progress in managing their behaviour and working within the secure boundaries set by staff.
- 70 Good features outweigh some shortcomings in rates of attendance achieved by the school. Attendance rates for the past twelve months average 91.7% and are significantly higher than previous years. However, they are below national rates of attendance for pupils of primary school age (93.2%) and slightly below rates of attendance for schools that have a similar number of pupils entitled to receive free school meals and the family of schools.
- 71 Most learners are punctual and keen to attend school. Registration is conducted efficiently and learners settle quickly into their class routines.
- 72 The majority of learners is developing the capacity to work independently, in pairs and as part of a group. They organise group activities fairly, help and support each other and make sure everyone contributes. However, a minority display limited skills in organising their work and moving on to the next stage of learning. In the foundation phase, children are encouraged to make their own choices and decisions; they are confident and eager to explore new learning situations.
- 73 Good progress is made by all in their personal, social, moral and wider development. Most understand the need to take responsibility for their actions and have a clear awareness of equal opportunity issues.
- 74 Learners are very well prepared to take active participation in the workplace and in the life and work of the local community. They support community activities and initiatives very well and undertake a range of visits within the locality, which contributes to their understanding of the community in which they live; this is an outstanding feature.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

75 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report as some shortcomings were identified in 30% of lessons.

76 In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	59%	26%	4%	0%

77 While these figures for the quality of teaching are a significant improvement on those recorded in the last inspection report, they are well below the latest figures as reported by HMCI in his annual report for 2007/8. Nationally, the quality of teaching is Grade 2 or better in 83% of lessons, with 16% having outstanding features.

78 Throughout the school there are good working relationships between teachers, support staff and learners. Respect is shown towards learners and teachers consistently praise effort and attitude towards class work. Teachers demonstrate a high level of fairness and place great emphasis on ensuring equality of opportunity for learners.

79 Overall teachers have secure subject knowledge and have a good familiarity with recent developments in primary education. Lessons are for the most part appropriately planned and usually have clear learning objectives which are, in the majority of lessons, explicitly shared with learners. In the best examples key skills are clearly identified and together with lesson objectives are revisited in closing sessions. Teachers' planning of tasks to match the needs of different ages and abilities is inconsistent and insufficiently rigorous.

80 Teachers use an appropriate range of teaching methods and approaches and make appropriate use of available resources including interactive whiteboards. There is, however, a significant overuse on work sheets which has an adverse effect on the recording of learners' work in a number of subjects.

81 There are well focused strategies in place to promote learners' bilingual skills in the Foundation Phase and key stage 1. In key stage 2, teachers and learners demonstrate positive attitudes towards the Welsh language. However, planning is insufficiently rigorous in identifying opportunities to develop learners' bilingual skills.

82 Overall, when working alongside teachers, LSAs make a good contribution to the quality of the teaching and learning. They give well focused support to small groups of learners with SEN.

83 Features of Grade 1 lessons include:

- very good skills in gaining and maintaining learners' interest;
- very good subject knowledge and use of resources;
- high expectations in relation to learners' achievement;
- very effective use of support assistants, and
- plenary sessions of a high order.

- 84 In lessons Graded 3 or 4 shortcomings include:
- lesson objectives not shared effectively with learners;
  - insufficient levels of challenge for learners;
  - less effective strategies for maintaining learners' attention;
  - lessons developing at an inappropriate pace, and
  - limited use of plenary sessions.
- 85 Good features outweigh shortcomings in assessment, recording and reporting procedures. There is an appropriate policy document and the school follows the LA assessment programme. Baseline assessment in the Foundation Phase is undertaken and analysed and the outcomes are used to identify needs and inform teachers' planning.
- 86 In both key stages good use is made standardised tests in English and mathematics to identify strengths and areas for development and to set targets for individual learners and year groups in the core subjects. Assessment procedures in the foundation subjects and religious education are more informal in nature. Teachers record learners' progress with good use made of records of achievement.
- 87 Portfolios of levelled work in the core subjects are effectively used to support teachers' assessment. Moderating learners' work in collaboration with neighbouring schools contributes well to strengthening the consistency of processes for standardising work between key stage 2 and key stage 3.
- 88 Procedures for assessing and recording the progress of learners with SEN are good.
- 89 The focus on assessment for learning features prominently amongst current priorities and the school is working closely with neighbouring schools. The school has identified this initiative as an area for further development.
- 90 Activities are evaluated and, in the best practice, procedures to use on-going evaluations to inform further planning for learners of all abilities is a strand of the assessment process which is developing well.
- 91 In lessons learners receive appropriate feedback in relation to progress. There is, however, no specific marking policy and the marking of pupils' work is inconsistent and ways forward for learners are often not outlined in learners' books in a sufficiently effective manner.
- 92 Learners are beginning to play a more active role in relation to the setting of individual targets for improvement mainly in language and mathematics. Procedures for learners to reflect on and to evaluate their progress are at a very early stage of development.
- 93 The school has appropriate arrangements for informing those with a legitimate interest about learners' progress and achievements. Annual reports to parents comply with statutory requirements and note learners' achievements in all subjects. Procedures to identify learners' targets for improvement in the core areas are not always consistent. Parents appreciate the school's open-door policy and formal meeting are held each term.

**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 shortcoming**

- 94 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 95 Overall, the school provides a broad, balanced and relevant curriculum that meets statutory requirements and is accessible to all learners.
- 96 The quality of provision for the under-fives is appropriate to their needs and children make good progress toward the outcomes of the Foundation Phase.
- 97 For the most part, the school meets learners' aspirations well in both key stages. There are appropriate policy documents and appropriate schemes of work and the mid-term planning documents help meet the demands of the skills based 2008 curriculum. The school is in the process of further addressing the content aspect of science and the foundation subjects to ensure appropriate coverage with particular reference to the needs of learners in mixed aged classes. In mathematics in key stage 2 there are appropriate arrangements for the setting of learners according to ability.
- 98 Good features outweigh shortcomings in planning and procedures for the development of key skills across the curriculum. While short-term planning and procedures are appropriate for the development of speaking, reading and application of number across the curriculum, they are insufficiently rigorous in promoting the progressive development of pupils' key skills in listening, extended writing and use of ICT in various subjects, particularly in key stage 2.
- 99 The school provides good opportunities for developing learners' creative skills and the focus on problem solving is appropriate. There are well focused learning experiences which enable learners to develop a range of skills relating to working individually, in pairs and groups.
- 100 Very effective use is made of the school's allotment and orchard. A variety of visits in and beyond the immediate locality and visitors to the school very effectively complement and extend the curriculum. Older learners benefit from opportunities to partake in residential experiences. Homework is generally appropriate and well focused.
- 101 The school's provision of extra-curricular activities is very good and makes an important contribution to learning and to the promotion of learners' personal and social skills.
- 102 The promotion of learners' spiritual, moral, social and cultural development is good. They are provided with well focused opportunities in whole school assemblies which conform to statutory requirements. Singing and opportunities to reflect on themes and topics are important features of collective worship. Caring values are promoted and learners are made aware of the needs of the less fortunate and they contribute well to charitable ventures.
- 103 Opportunities to work together contribute well to learners' social development. Through the school council and impressive eco council they shoulder responsibilities well.

- 104 There is a well focused policy document for PSE and a structured programme for its promotion. The school is raising learners' awareness of the importance of healthy eating and living through work in science and through giving learners responsibilities for the break time fruit shop. The school has achieved the second phase of the Healthy Schools' award.
- 105 There is a developing Welsh ethos throughout the school and there are good attitudes towards the Welsh language. However, planning to promote progression in learners' bilingual skills through giving them opportunities to use their developing grasp of the Welsh language in more informal situations and in other curricular areas is insufficiently developed in key stage 2. The culture and heritage of Wales feature prominently in the general life of the school and the school's focus on other cultures is good.
- 106 The school's commitment to social inclusion is clearly evident in its daily life and work and there are appropriate policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping.
- 107 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance learners' experiences.
- 108 Most parents are very supportive of the school, express satisfaction with the aims and values that the school promotes and appreciate the sense of community fostered by the school. A constructive home/school agreement is in place that has readily been accepted by parents. The parent, teachers, friends' association (PTFA) works hard to provide the school with an additional source of income and funds are used purposefully to enhance learning resources.
- 109 There are very close links with other schools in the Tre-Gib partnership and with the secondary school to which learners transfer. Arrangements for the transfer of learners from key stage 2 to key stage 3 are well managed.
- 110 The school has very good partnerships with several institutions of higher education and regularly welcomes student teachers on placements; they make a positive contribution to the life and work of the school.
- 111 Links with the local community are good with outstanding features. Educational visits and the expertise of members of the local community make a positive contribution to learners' motivation and learning across many subject areas.
- 112 Links relating to experiences of the world of work are good with outstanding features. The school is committed to work-related education and learning has been enriched by a range of partnerships with local employers and relevant agencies. Local employers are very supportive of the school but no teachers have recently undertaken a relevant business placement.
- 113 The school makes very good provision for the development of learners' entrepreneurial skills. Produce from the school garden and learners' paintings are sold for profit. As part of their involvement in the local recycling plant, the school has raised a substantial amount of money for recycling waste which is being used to buy a climbing wall as requested by the school council; this is an outstanding feature.
- 114 The provision for education for sustainable development and global citizenship (ESDGC) is good with outstanding features. The whole school community

actively promotes sustainable development and the school has gained the green flag award. The very effective eco committee has involved the participation of parents in a range of projects.

- 115 Global citizenship is well promoted throughout the school. Learners' involvement in aid charities and fair trade give learners a good insight into the lives of children in other countries and the global forces that impact upon their lives.
- 116 The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are very well reflected in the life and work of the school.

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

**Grade 1: Good with outstanding features**

- 117 The inspection team's findings match the judgement made by the school in its self-evaluation report.
- 118 There are clear procedures which contribute to ensuring the well-being of learners. The overall quality of care, guidance and support provided for learners through an inclusive ethos, is an outstanding feature of the school. Learners state they are confident that teachers listen to their concerns and respect their views. Learners respond positively to the provision the school makes for their PSE. This is evident through the work of the school council and eco-committee and initiatives such as playground buddies and friendship stops during playtimes. Learners are enabled to develop tolerance and respect towards each other and they demonstrate appropriate responsibility.
- 119 The school has established very good liaison arrangements with a range of specialist educational and health support services. The regular involvement of individual professionals in the work of the school effectively strengthens the provision of support and guidance made available to learners and their families.
- 120 The school actively promotes effective working partnerships with parents and carers. Questionnaires are sent out annually and there is evidence that issues raised have been addressed. From information gathered during the inspection process, parents and carers confirm the very positive relationship that exists between them and the school. They value the provision of a breakfast club and the many interesting lunchtime and after school clubs. They also identify the levels of support and guidance made available to their children as a particular strength of the school.
- 121 The pre-school playgroup which operates from a building on the site works closely with the school nursery/reception class to ensure a smooth transition for learners when they start full time education. Learners who join the school at other stages during their primary schooling quickly adapt to their new setting. The well established procedures that help learners in Year (Y) 6 to transfer confidently to secondary education build on the good liaison that exists throughout the year with learners and staff in the secondary schools.
- 122 The school monitors learners' attendance and punctuality appropriately and parents are reminded regularly of the importance of good attendance.
- 123 High priority is given to the safety and general welfare of learners with effective policies and secure safety procedures in place. The school works very effectively

- in partnership with agencies to secure learners' welfare. Risk assessments and fire drills are carried out regularly and appropriate accident records are retained.
- 124 The school has effective arrangements for child protection with the policy fully complying with statutory requirements. All members of staff have received appropriate training and are aware of the actions to take if the need arises.
- 125 The provision for learners with additional learning needs (ALN) is very good and the school adheres closely to the SEN Code of Practice; this is an outstanding feature. The SENCO is very well informed and provides very effective leadership. Good training opportunities are provided for all staff including LSAs. Links with relevant outside agencies are also an outstanding feature.
- 126 The needs of learners with ALN are well met through a variety of strategies and well focused intervention programmes.
- 127 The school has very effective strategies to identify learners with ALN. The IEPs written for learners are of good quality and are reviewed regularly. Learners' targets are clear and well focused and the views of parents and carers are taken into account in their formation and review.
- 128 The LSAs provide very good support for learners with ALN. Working alongside individuals and groups in classes and in withdrawal sessions, they focus very effectively on a range of needs and through support programmes. There is a good system of record keeping and teachers carefully monitor the progress learners make.
- 129 The school provides outstanding support for learners whose behaviour impedes their progress and that of others. Pastoral support programmes are in place in conjunction with other relevant agencies resulting in no learners having been excluded during the past year.
- 130 The caring ethos of the school supports access and achievement for all groups of learners. Good account is taken of pupils' social and educational backgrounds and there is wholehearted commitment to promoting the school's Vision Statement, 'Success with a Smile', with all learners. All pupils have equal opportunity to participate in all of the school's activities. For example, observations of a range of extra-curricular activities during the inspection reveal how enthusiastically both boys and girls respond to the opportunities provided. The principle of inclusion is strongly promoted across the life and work of the school.
- 131 School policies effectively underpin its practices in promoting the moral, social and cultural development of the learners in relation to the issues of racial equality and diversity. Good efforts are made to help them understand and appreciate differences in lifestyles, cultures and religious beliefs through learning experiences in religious education and music. Links with a multi-cultural school in another county increases learners' awareness of differences between races and promotes tolerance and understanding.
- 132 There are clear policies to promote high standards of behaviour and well considered strategies to prevent all forms of oppressive behaviour including racial discrimination, bullying and all forms of harassment.
- 133 Those with physical disabilities can access the school building from the rear. There is a clear Disability and Access Plan with responsibilities, costs and timescales identified.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

- 134 The inspection team's findings match the judgement made by the school in its self-evaluation report.
- 135 The quality of the headteacher's leadership is good. She has instigated significant change in the short time she has been in post and has a vision for further improving and developing the school. She is ably supported by the teachers and the support staff. The positive leadership gives a clear sense of direction to the work of the school. The school's ethos supports a good quality of life which is reflected in the confidence, trust and co-operation between staff, pupils, governors, parents and the wider society.
- 136 The school's aims and values significantly promote equality for all, which is reflected in the provider's work.
- 137 National priorities are well considered, for example, the number of enterprises to develop learners' understanding of the world of work, sustainable development and world citizenship and the establishment of the Foundation Phase. Links with other educational providers are good. The newly constituted school council is beginning to help learners to contribute to, and influence directly the decisions that affect them.
- 138 Analysis of performance data is undertaken effectively. Benchmarking information is used to compare the school's performance with that of other schools. Whole school quantitative targets are set in both key stages which are challenging and realistic and this has resulted in a trend of raising standards by the end of key stage 2.
- 139 In judging success and evaluating its performance, the school uses a developing range of strategies, based on a range of data and qualitative evidence. Leaders in around half the subjects undertake sampling of work, and evaluate their areas of responsibility, visit classes, monitor lessons and make an annual audit of the provision. They share evaluation results in staff meetings.
- 140 Suitable arrangements are in place to appraise staff and monitor their performance. Appropriate support and training has resulted in some teachers improving performance and qualifications; this process is on-going in order to impact on standards achieved in all classes. Learning support assistants are encouraged to continue further training resulting in an enhancement in qualifications.
- 141 The governing body undertakes its duties conscientiously; members have a good awareness of their responsibilities and they are very supportive of the school. Members ensure that the school's aims and objectives are fulfilled and they are active in setting the school's strategic direction. They meet regularly and through the headteacher's reports, they have comprehensive information about the life and work of the school.
- 142 The role of the governing body in monitoring the quality of provision is less well developed. As individuals, they do not undertake sufficient responsibility for all

subjects. This has been identified by the school as an area for further development.

- 143 The governing body fulfils legal and regulatory requirements appropriately and the school prospectus and its annual report to parents fulfil statutory requirements. Members are kept well informed and have a very good overview of the budget which they supervise very well. Spending decisions are closely linked to priorities noted in the SDP and they make every effort to ensure the best value for money. A significant deficit budget over a number of years has recently been addressed resulting in the school functioning in a slight surplus.

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

**Grade 3: Good features outweigh shortcomings**

- 144 The inspection team's findings do not match the judgement of Grade 2 made by the school in its self-evaluation report as some shortcomings were identified.
- 145 The headteacher, governors and staff are committed to improving standards of achievement. The whole staff is involved in the self-evaluation process, with parents and pupils' points of view considered by means of questionnaires.
- 146 The role of curriculum co-ordinators with regard to monitoring and evaluating work lacks sufficient rigour to offer a comprehensive and systematic scrutiny of the quality of provision particularly learners' standards of achievement across all the subjects. This has been identified by the school as an area for further development. Around a half have a good overview of the education and the resources provided in their areas of responsibility but their perceptions of standards of achievement are less well developed. Their plans for improvement are acted upon through the SDP with adequate resources allocated in a few areas.
- 147 The SDP is a detailed scheme which shows the school's priorities clearly, with timetables, success criteria and agreed costs indicated. There is a detailed outline of matters which are to receive attention in the shorter and longer term.
- 148 The school works closely with the LA link adviser. Regular reviews are held and these give the school a better appreciation of the quality of its provision and the standards achieved.
- 149 An assessment is made of a developing range of test results and teacher assessment in the core subjects at the end of key stages 1 and 2. The school makes good use of this analysis to earmark strengths and weaknesses. However, strategies and actions implemented to address the weaknesses have not led to a significant improvement in standards of achievement in English particularly in key stage 1.
- 150 The self-evaluation report produced by the school before the inspection indicates strengths and matters for improvement and is supported by a wide range of documentary evidence.
- 151 Since the last inspection the school has made good recent progress. It has raised standards in information technology, science, history, geography, art and religious education. However, shortcomings remain in English and design technology in both key stages and Welsh second language and physical

education in key stage 2. The curriculum has been significantly improved although shortcomings remain in the progressive development of learners' listening and writing skills in both key stages and ICT and bilingual skills in key stage 2. The self-evaluation procedures have improved. However, they are insufficiently comprehensive and systematic in order to evaluate standards learners achieve. The school site and the accommodation have been significantly improved.

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

**Grade 2: Good features and no important shortcomings**

- 152 The inspection team's findings match the judgement made by the school in its self-evaluation report.
- 153 All teachers are suitably qualified and experienced. They work well as a team and willingly and openly share their breadth of experiences between one another.
- 154 There are sufficient LSAs in the Foundation Phase and a number of classroom assistants supporting individual learners throughout the school, all of whom make a very positive contribution in supporting teachers and learners.
- 155 The school has effective procedures for ongoing staff development. Teachers' individual needs are addressed through performance management arrangements. The school has a sound approach to developing both the personal needs of the staff and in providing training that is directly linked to the targets for the school as a whole.
- 156 The arrangements for teachers' planning, preparation and assessment time are efficiently organised and effectively used. All teachers receive their statutory entitlement. The school has appropriately allocated and used resources for workforce remodelling effectively.
- 157 The school's resources are well matched to its priorities for development. Members of staff undertake a key role in the regular audit of resources and there are established systems to ensure value for money when making purchases or contracting work.
- 158 Learners have access to an appropriate range of resources which match their needs. All classrooms have sufficient books to support pupils' learning and the library has a good range of attractive fiction and non-fiction books. There is a significant improvement in the provision for ICT since the previous inspection but computers are not always well utilized to support learning in key stage 2. There is a lack of resources in design technology.
- 159 The accommodation provides a suitable setting for teaching and learning for the number of learners on roll, although the layout imposes some constraints. Adaptations to the building provide a sufficient number of teaching areas although these vary in size. A rolling programme of internal decoration, enhancements to the outdoor environment and an overhaul of toilet facilities for learners has done much to improve the accommodation.
- 160 The staff work hard to make good use of the available space and to provide pupils with a bright and welcoming learning environment. However, there is no grassed area for games and athletics and the hard-surfaced playground is on a

considerable slope, which presents particular challenges when undertaking physical education activities.

- 161 The nursery and reception classes are housed together and the children have direct access to a secure, outdoor learning area.
- 162 Ancillary staff including mid-day supervisors and canteen staff make a valuable contribution to the efficient running of the school. The building is clean and well maintained by the caretaker and cleaners.
- 163 Spending decisions are well linked to priorities in the school's plans. The latest LA audit in 2006 states that regulatory arrangements for the budget are good and the shortcomings noted have been corrected.
- 164 The governing body is diligent with regard to its monitoring role in reviewing and directing significant expenditure areas. The school operates effectively from day-to-day. The administrative officer fulfils her duties very effectively and efficiently. The school provides value for money.

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

### **Foundation phase for under-fives**

- 165 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

### **Personal and social development, well-being and cultural development Grade 2: Good features and no important shortcomings**

#### **Good features**

- 166 All children settle quickly into the familiar routines at the start of the day; they feel safe and secure in the school environment. They relate well to each other, to their known adults and to visitors. Most take responsibility for their personal hygiene and dressing with good independence and often help to prepare their mid morning snacks. They engage in their activities confidently, persevere conscientiously with them and exercise appropriate self-control. All children are developing good learning habits.
- 167 Almost without exception children show good levels of self control. For example, during music sessions they play their instruments and stop immediately at the command of the adult as conductor. When working in the allotment garden, all children behave very sensibly despite being excited and stimulated by the activities in which they are engaged.
- 168 Most children are confident and increasingly independent learners. They move purposefully to their activities, are well motivated and have good levels of concentration. Nearly all children take responsibility for looking after their class environment, tidying up efficiently and putting everything away in the right place at the end of the day.

#### **Shortcomings**

- 169 There are no significant shortcomings.

## **Language, literacy and communication skills**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 170 Nursery children clearly communicate wants and needs using conventions such as 'please' and 'thank you'. A majority of children communicate clearly in a range of situations. They communicate with others, both peers and adults, sharing information about their own experiences and most are very happy to speak to visitors.
- 171 Most children speak audibly with confidence and listen attentively in familiar situations such as listening to stories, circle time and talking with the teacher at the beginning of the day. The majority of older and more able children enjoy participating in conversations and sharing experiences and ideas with others through a range of indoor and outdoor activities. This they do confidently, using extended sentences and a wide range of vocabulary. New vocabulary is introduced daily through structured play and focused activities.
- 172 The majority of children know and recognise all the letters of the alphabet and older and more able children are able to use the letters to build up three and four letter words. Many show their understanding of stories by asking and answering pertinent questions about characters and events. All children handle books confidently and understand that print conveys meaning. They make random marks on paper and whiteboards, copy or overwrite their names and most older and more able children can write their names and some words independently. Many children attempt writing for various purposes during role-play and focused tasks. A variety of means are used to reinforce letter orientation such as chalk, sand, whiteboards, glitter and paint as well as a computer program. A few children are able to write a few sentences independently.
- 173 All children use various computer programs confidently to reinforce their vocabulary as well as the interactive whiteboard to carry out language activities to reinforce their language learning. They use a tape recorder to listen to favourite stories.

#### **Shortcomings**

- 174 There are no significant shortcomings.

## **Welsh language development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 175 Most children are making good progress in their listening and speaking skills. They respond quickly and purposefully to their teachers in a range of situations which demonstrates they understand instructions given in Welsh. All children respond appropriately during registration and to simple greetings. Many extend their use of Welsh with increasing confidence, for example, when discussing the weather. Many confidently respond in Welsh using simple words and phrases accurately. They repeat words spoken by adults correctly and understand more words than they speak.
- 176 During whole group sessions all children listen attentively and enthusiastically to songs and rhymes in Welsh. All children have learned and join in with singing a range of songs and rhymes and most are happy to choose Welsh language

books to read when choosing a book. Most children's reading skills are developing well through reading Welsh labels and words around the classroom.

### **Shortcomings**

177 There are no significant shortcomings.

### **Mathematical development**

#### **Grade 2: Good features and no important shortcomings**

##### **Good features**

178 Younger children develop early number concepts and vocabulary by singing suitable rhymes and songs and counting objects. They sort objects into sets and, in the context of play with sand and water they begin to establish the idea of 'full' and 'empty'. The children are familiar with the names of some simple two-dimensional shapes.

179 Most older and more able children recognise numbers to at least 10. They match the numerals to groups of objects well. This knowledge is applied well to computer programs to reinforce their understanding. A majority of children carry out a range of mathematical programs confidently using the interactive whiteboard. The children recognise simple two dimensional shapes and find objects of that shape both indoors and outdoors. They become familiar with the idea of capacity when engaged in sand and water play.

180 All children develop appropriate understanding of the use of money through their various role play settings. Through regular cookery sessions, all children are developing a good understanding of the importance of weighing ingredients accurately. They have a good understanding of concepts such as 'heavier' and 'lighter', 'more' and 'less'.

### **Shortcomings**

181 There are no significant shortcomings.

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

#### **Grade 1: Good with outstanding features**

##### **Outstanding features**

182 All children make exceptional progress in their knowledge and understanding of the world as a result of the wide range of interesting and exciting experiences which are planned for them. Through their work in the garden and allotment they are very familiar with the process of growing a range of different plants. They understand that it is important to water growing plants and are expert at weeding. All children understand the importance of treating animals with care and respect which they do when they care for the school's chickens.

183 Throughout the Foundation Phase, children in all classes develop an excellent understanding of the world around them through visitors to the school, local visits within their community and beyond, and stimulating, exciting activities which absorb their attention. They show curiosity about the world around them and are confident in making choices and sustaining interest in their activities.

##### **Good features**

184 All children recall and talk knowledgeably about the visits they make such as to the local hairdresser and optician and have a good understanding of the different types of work people do in their community.

185 Most children confidently use a variety of computer programs. For example, they write letters of the alphabet and save them to their personal CD. Most children can use a number of icons on the tool bar.

186 All children are becoming familiar with well known stories from the Bible such as David and Goliath. They know that the Bible is a very special book that is read in church. They are also becoming familiar with other religious and cultural traditions.

### **Shortcomings**

187 There are no significant shortcomings.

### **Physical development**

#### **Grade 2: Good features and no important shortcomings**

#### **Good features**

188 All children are eager to explore and investigate the outdoor environment. In the playground area they climb and slide on the outdoor equipment and during physical sessions they handle different items of equipment such as balls and hoops with increasing control.

189 Most children manipulate paintbrushes, scissors and pencils deftly and with increasingly good control. They spread glue carefully when joining materials and handle tools and equipment in the sand tray well.

190 When preparing cookies for their mid morning snack children understand the need to wash their hands first and after carefully spreading the icing on their biscuit they manipulate small edible decorations to their satisfaction.

### **Shortcomings**

191 There are no significant shortcomings.

### **Creative development**

#### **Grade 2: Good features and no important shortcomings**

#### **Good features**

192 All children explore and experiment with a wide variety of techniques and materials of their own choice to produce interesting models and images. For example after a visit to the optician they create glamorous glasses using a selection of different materials.

193 Older children sing tunefully to a piano accompaniment, enthusiastically matching their actions to the words of the song. Many children clap accurately in time to the beat and recognise high and low sounds. All children show a growing appreciation of variations in dynamics and sing quietly and loudly with good control and diction.

194 Nearly all children thoroughly enjoy pretending, improvising and creating imaginary scenarios in role-play areas such as the hairdressing salon.

### **Shortcomings**

195 There are no significant shortcomings.

## English

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

- 196 Most learners in key stage 1 take part in class discussions and respond appropriately to questioning with considered answers. Speaking skills are further developed in role play activities. In key stage 2 speaking skills are good and commensurate with learners' age and ability.
- 197 In key stage 1 more able learners can express themselves in complete written sentences and a few are beginning to show an understanding of the use of full stops and capital letters. Learners in Y1 practise letter formation and gain confidence in spelling common words. Less able learners try to use emergent writing with encouragement and read back what they have written.
- 198 In key stage 2 pupils express themselves in a developing range of ways including for example, writing a 'wanted' poster for Twm Sion Cati or instructional writing about how to make a kite. They demonstrate good understanding of the need to capture the attention of the reader.
- 199 The majority of learners in both key stages makes steady progress in reading. All learners use their knowledge of letter/sound relationships systematically to help them with unfamiliar words and more able learners read with good expression and talk about the aspects of books that they like or dislike.
- 200 Across key stage 2, learners demonstrate a sound knowledge of books and are beginning to distinguish between different genres. Older learners develop an increasing knowledge of library and reference skills.

### Shortcomings

- 201 In both key stages, a minority of learners' reading skills are insufficiently developed.
- 202 In both key stages, a minority of pupils do not listen purposefully when interacting with the teacher.
- 203 In both key stages, learners' extended writing skills are insufficiently developed.
- 204 In key stage 2, learners do not sufficiently re-draft their writing and present it appropriately.

## Welsh second language

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

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

- 205 In both key stages, learners demonstrate positive attitudes towards Welsh. As they move through the school, the majority of learners makes appropriate progress in their pronunciation and intonation skills.
- 206 At appropriate levels, learners across key stage 1 respond well to instructions. Most display good speaking and listening skills and effective levels of understanding as they use an increasing range of sentence patterns and

vocabulary relating to the weather, personal information, feelings, pets, colours and items of clothing. Most learners in Y2 ask and answer questions using acquired sentence patterns and vocabulary.

- 207 At appropriate levels across key stage 1 most learners effectively copy and write phrases and sentences making good use of their developing ICT skills.
- 208 The majority of key stage 1 learners makes appropriate progress in reading simple texts as they read their own written work and class reading books which they read with their teachers.
- 209 A majority of learners across key stage 2 demonstrates satisfactory speaking and listening skills and appropriate levels of understanding as they use sentence patterns and vocabulary relating to personal information, likes and dislikes and features relating to specific experiences.
- 210 The majority of learners in a Y3/Y4 class focus appropriately on gathering information about ways of travelling to school. Older pupils focus in a satisfactory manner on more general ways of travelling and provide a simple account of an accident, making use of the past tense as part of their work.
- 211 The majority of older key stage 2 learners makes appropriate use of role play situations as they focus on the topic of shopping.
- 212 The majority of learners across key stage 2 makes satisfactory progress in their writing skills as they write paragraphs which provide information about themselves and simple dialogues.
- 213 The majority of key stage 2 learners reads given texts and dialogues in a satisfactory manner.

### **Shortcomings**

- 214 A minority of learners across key stage 2 has an insecure grasp of the sentence patterns and has limited skills of holding basic conversations.
- 215 The independent reading skills of key stage 2 learners are underdeveloped.
- 216 Learners in key stage 2 do not sufficiently revise and re-draft their writing.

## **Mathematics**

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

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

### **Good features**

- 217 Learners in both key stages develop a good mathematical vocabulary. By the end of key stage 2, most learners use appropriate terms across a wide range of contexts.
- 218 In key stage 1 learners display good skills in using ICT to support their learning. By the end of key stage 2, they make effective use of ICT for representing and exploring data.
- 219 By the end of key stage 1, learners attain good standards in their understanding of the four rules of number. They distinguish between odd and even numbers and add and subtract accurately counting on and back in steps of different size. By

the end of the key stage, they have a developing grasp of their two, five and 10 times tables and simple division.

- 220 Learners in key stage 1 classify objects according to shape and size. Year 1 learners have a good knowledge and understanding of two-dimensional shapes and their properties and recognise and use everyday language to describe three-dimensional shapes in an effective manner. Year 2 learners have a secure grasp of three-dimensional shapes and their properties.
- 221 Year 2 learners have a good understanding of units of time. They sequence months of the year and their birthdays accurately both in English and Welsh. In handling money, they make up totals confidently and accurately and begin to develop an understanding of giving change.
- 222 Key stage 2 learners develop a secure knowledge of the four rules of number and the relationship between them; the vast majority works accurately and methodically by the end of the key stage. They make good progress in their understanding of the properties of numbers including larger numbers and have a secure understanding of place value.
- 223 Learners in key stage 2 develop a good grasp of the various ways of collecting and representing data. By the end of the key stage they interpret a developing range of graphs and draw meaningful conclusions.
- 224 Older key stage 2 learners develop flexible and effective methods of computation displaying a developing range of mental methods when doubling numbers. Their skills in estimation across a variety of areas are consistently good, as are their skills of justifying their answers. They use calculators effectively to check their answers.
- 225 By the end of key stage 2, most learners have a good understanding of the equivalence of fractions.

### **Shortcomings**

- 226 There are no significant shortcomings but learners' skills in developing flexible and effective methods of recording their work are underdeveloped through overuse of worksheets.

<b>Science</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

- 227 Learners in key stage 1 carry out investigations and develop a good understanding of the requirements of fair testing. They discuss their work and make sensible predictions about the likely outcomes of investigations. They record their results and offer simple explanations of what they have discovered.
- 228 When studying magnetism, learners in Y1 are able to make a prediction about whether materials are magnetic and record their findings on a chart. More able learners show good understanding of a tally chart and record passing traffic with reasonable accuracy. In Y2 more able learners show they understand and can draw accurately a simple circuit.

- 229 Younger learners in key stage 2 demonstrate good understanding of investigating different materials when they study different types of rocks. They classify and compare them on the basis of their properties.
- 230 In key stage 2, all learners develop further their understanding of a fair test and most appreciate the importance of evaluating the evidence gained.
- 231 Older learners in key stage 2 investigate sound and draw comparisons between the sounds made when solid and hollow objects are tapped. They use an extensive range of scientific vocabulary at appropriate levels as they investigate topics such as materials and their properties and reversible and irreversible changes.
- 232 Older key stage 2 learners confidently make predictions and plan investigations occasionally using ICT to record their findings.

### **Shortcomings**

- 233 There are no significant shortcomings but learners' skills in using a range of methods to present information are underdeveloped through overuse of worksheets.

## **Information and communications technology**

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

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

- 234 Across key stage 1, learners display good skills when using the computer for a good range of purposes to support their work in language, mathematics and art. They use the mouse confidently to select programs, create images and to move them from one part of the screen to another.
- 235 The majority of key stage 1 learners uses the word processor appropriately to produce short pieces of writing and the majority of Y2 demonstrates good skills.
- 236 The majority of Y2 learners demonstrates good skills of opening, editing, printing and saving text. They work independently and many incorporate images alongside text.
- 237 Older key stage 1 learners are developing good skills of inputting personal information and creating simple pictograms and graphs.
- 238 Across the key stage and particularly in Y2 learners make good use of programs to gather a range of information. Learners use the digital camera confidently and most programme a mechanical toy in an effective manner and the majority is beginning to make appropriate use of electronic mail.
- 239 Across key stage 2, learners demonstrate satisfactory word processing skills and make appropriate use of the computer to support their work in mathematics and science.
- 240 At appropriate levels, across key stage 2, most make good and often very good use of the internet to gather relevant information in a range of subjects.
- 241 With guidance, some younger learners in key stage 2 are beginning to develop their skills of creating multi-media presentations.

- 242 Across key stage 2 the majority of learners demonstrates appropriate skills in using data bases to refine a range of information before inputting the data to create a range of graphs. The majority of older pupils demonstrate good skills of creating and using spreadsheets.
- 243 The majority of key stage 2 learners demonstrates an appropriate grasp of procedures relating to using electronic mail.

### **Shortcomings**

- 244 In key stage 2, learners make limited use of computers, including the word processor to convey their knowledge and understanding in various subjects.
- 245 Key stage 2 learners demonstrate limited modelling and simulation skills in relation to decision making exercises.
- 246 In key stage 2, the majority of learners display limited skills in using the digital camera to record their experiences in different subjects and to incorporate the images into different aspects of their work.
- 247 Older key stage 2 learners demonstrate limited skills in creating and presenting multi-media presentations.

## **Design and technology**

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

- 248 In key stage 1, the majority of learners is beginning to develop appropriate skills of designing and evaluating their work. A minority of older learners demonstrates good skills in relation to working independently and explaining with clarity the processes involved.
- 249 Learners in Y1 create moveable objects using card and as part of their work demonstrate a satisfactory understanding of the importance of creating joints to complete their projects. The majority explores the concept of shape appropriately and demonstrates appropriate skills of generating ideas as part of their preparatory work in making a house out of cake.
- 250 The majority of Y2 learners demonstrates good research and planning skills as they prepare to create moveable vehicles using a range of materials including card, straws and bottle tops. The majority creates end products of an appropriate quality and demonstrates good skills of identifying how their vehicles could be improved.
- 251 The majority of younger key stage 2 learners demonstrates satisfactory skills of generating initial ideas and creating initial designs as they prepare to make salad containers. Previous work demonstrates that the majority has focused appropriately on creating fabric bags of an appropriate quality. Learners have also focused well on decorating and recycling old chairs to a good standard.
- 252 Learners in a Y4/5 class demonstrate appropriate designing and evaluating skills when creating moveable robots using a range of recycled material. Photographic evidence indicates that the majority of learners created end products of a satisfactory quality, while work of a minority was good.

- 253 The majority of learners at the upper end of key stage 2 demonstrates good research and design skills in their preparatory work relating to the making of air-raid shelters and effectively explores the concept of structures. Most create end products of good quality, using card as their main material. The majority demonstrates good skills as they explore ways of further improving their work.
- 254 The majority of older key stage 2 learners demonstrates a good understanding of structures as they create initial drawings of buildings in their area. As part of the designing process they make appropriate use of their ICT skills.

### **Shortcomings**

- 255 The designing and evaluating skills of around a half of learners in both key stages are insufficiently developed.
- 256 Learners in both key stages and in particularly in key stage 2 display limited skills in working with a wide range of materials.
- 257 In key stage 2 learners' skills of using control technology are underdeveloped.

### **History**

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

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

#### **Good features**

- 258 Learners across both key stages display good skills in using the internet to gather information about aspects of the historical topic which they study.
- 259 Across key stage 1 learners awareness of chronology is beginning to develop as they focus on aspects of life when their grandparents and parents were children. They draw appropriate comparisons with similar situations in their own lives.
- 260 Learners in Y1 enhance their awareness of the past through comparing a visit to the seaside today with similar visits long ago. They also focus well on how ways of travelling have changed.
- 261 Learners across key stage 1 draw well on their visit to the Welsh Folk museum to further develop their awareness of how the past was different from the present with particular reference to home life. The majority of older learners has a good understanding of how the introduction of electricity into homes has changed daily life.
- 262 Learners in Y2 make good use of pictures and artefacts to enhance their understanding of how children's toys have changed over time.
- 263 Y2 learners effectively use stories about people in the past to enhance their awareness of aspects of life in different periods and to draw some comparisons with their own experiences. They focus well on the early life of O M Edwards and how efforts were made to discourage the use of Welsh in schools. They make good use of the story and a visit to a Victorian school room as they compare classroom life in late nineteenth century Wales with that of their own.
- 264 In key stage 2 younger learners are developing an appropriate knowledge and understanding of features relating to life in Celtic times. They are aware of where the Celts came from and the importance of warriors to the tribes. They have a good understanding of how the Celts built houses and the work undertaken by

farmers. They are beginning to have an awareness of features relating to Celtic art. A minority demonstrates a sound awareness of the contribution of archaeologists to our knowledge of the period.

- 265 Learners in a Y4/Y5 class develop a good knowledge and understanding of life in Tudor times. They focus well on the Tudor family tree, life in the countryside and the towns and differences in the lifestyles of the rich and poor. They are becoming more aware of the importance of religious changes during the period.
- 266 Older key stage 2 learners have a good knowledge and understanding of the Second World War and its effect on social life. They discuss, for example the effects of evacuation and rationing effectively. They make good use of a visit to a local museum to enhance their knowledge and effectively complete individual projects to further develop their knowledge.

### **Shortcomings**

- 267 There are no significant shortcomings but key stage 2 learners make limited use of ICT skills to communicate their knowledge and understanding in history.

## **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**

- 268 Across both key stages the majority of learners develops an appropriate geographical vocabulary and a very good awareness of environmental issues as they relate to their locality.
- 269 Learners across key stage 1 develop a good awareness of a number of physical and man-made features which are prominent in their locality. The majority demonstrates good information gathering skills as they complete an investigative journey around the local town. Younger learners demonstrate appropriate skills as they identify features which appeal to them.
- 270 Key stage 1 learners' skills of drawing comparisons with a contrasting locality in a more industrial area are good as they welcome learners on a visit from an urban school to exchange information.
- 271 Younger key stage 1 learners develop a good awareness of the location of some European countries while the majority of older pupils is aware of the countries that make up the United Kingdom and identifies goods produced there.
- 272 Learners in Y2 make good use of maps and a globe to locate Australia and make good use of a visit to a local travel agent together with the internet to gather information about aspects of life in an Australian town with a similar name to that of their own. They make good use of Venn diagrams to list comparisons as they focus on various features including the weather.
- 273 Across key stage 2 the majority of learners, as part of their focus on the world of work, develops a good knowledge of various employers and services which support their community.
- 274 The majority of younger key stage 2 learners makes good use of directions, maps and plans as they study features relating to their locality. They focus well on a number of natural features of the local park.

- 275 Most learners in a Y4/5 class have a good understanding of the water cycle and demonstrate good skills as they begin to study the various stages of the journey of the river Tywi. Previous work demonstrates that they have drawn some relevant comparisons and contrasts with a more industrial locality in their county.
- 276 Older key stage 2 learners enhance their knowledge of localities in Wales by focusing on geographical features in Pembrokeshire and Snowdonia.
- 277 Most key stage 2 learners make particularly good use of their research skills as they focus on everyday life in the Indian village of Chembakolli. They make good use of map symbols to record aspects of their findings. They focus well on employment features and effectively link this information with their developing knowledge of the importance of fair trade.

### **Shortcomings**

- 278 There are no significant shortcomings.

## **Art and design**

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

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

### **Good features**

- 279 In both key stages learners develop an appreciation of the work of a range of artists including those from Wales, and use sketch books effectively to record their ideas.
- 280 In Y1 learners look at different parts of the face and make good observational drawings and paintings in charcoal and oil pastels in order to refine their skills for drawing and painting a complete face. In Y2 learners study the 'Cycle of Nature' work of the Welsh artist Ceri Richards. They collect natural materials, take rubbings and make accurate drawings from in and around the school.
- 281 Learners in lower key stage 2 study the work of Andy Warhol, Augustus John and Picasso and successfully create images in their distinctive styles using a variety of techniques and materials.
- 282 Older learners in key stage 2 create staged portraits linked to their study of the Tudors and make observational drawings of faces of good quality. They also study the work of Welsh artists Wendy Powell Jones and Andrew Evans as they refine their skills in depicting landscapes.
- 283 Learners in Y3 and Y4 work very successfully with an artist in residence linking sketching and ICT to create a series of prints depicting local buildings.

### **Shortcomings**

- 284 There are no significant shortcomings.

## Music

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

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

### Good features

- 285 In both key stages learners sing enthusiastically and tunefully a developing range of English and Welsh songs.
- 286 In Y1, almost all learners can keep a steady beat and distinguish between a steady beat and rhythm when accompanying a piece of music. They can describe why they like a tune and explain how it makes them feel.
- 287 Older key stage 1 learners develop and use a good range of musical vocabulary. They make broad distinctions within the musical elements keeping steady beat when exploring pulse and rhythm.
- 288 Younger key stage 2 learners begin to memorise and recall musical patterns when clapping to taped music. They appraise the piece by recognising and describing its main characteristics.
- 289 Throughout key stage 2 learners display outstanding skills when playing a wide range of percussion instruments in their study of Samba music. They display appropriate playing techniques with very good dexterity and control of sound. All pupils maintain an individual instrumental part in a large group piece very well. They memorise and recall musical patterns with specific emphasis on the musical elements of dynamics, duration and structure.
- 290 Older key stage 2 learners effectively evaluate and appraise their performance and that of others using appropriate musical vocabulary.
- 291 In key stage 2 learners who receive tuition from peripatetic teachers on a good range of instruments, make good progress.
- 292 All learners including those with SEN are fully included in all lessons and make good contributions in performance enabling them to make good progress. They perform regularly in activities within the community.

### Shortcomings

- 293 There are no significant shortcomings but in both key stages, learners' skills in composing and arranging music are insufficiently developed.

## Physical education

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

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

- 294 In both key stages, a minority of learners are beginning to understand the advantages of warming up and cooling down before and after energetic activities. They are developing an awareness of the short-term effects of exercise on the body.
- 295 In key stage 1 learners lift, carry, place and use apparatus appropriately and use space effectively in their activities.

- 296 In key stage 1 learners work intently and enthusiastically when involved in activities and listen well to the instructions given by the teacher. They work effectively during paired activities and are active for extended periods.
- 297 In gymnastics, Y1 learners form a range of body shapes increasingly refining their performance and their skills in undertaking forward rolls are good.
- 298 In dance Y2 learners effectively clap, walk and skip to the beat of music. They perform well a part of a traditional Welsh folk dance working effectively as partners in a synchronised manner.
- 299 In yoga activities in both key stages, learners acquire good breathing and body control skills in relation to relief of tension in both mind and body.
- 300 In dance, younger key stage 2 learners plan and undertake a developing range of movements in paired and group activities. They use space well within the limited confines of the accommodation.
- 301 In key stage 2 learners take part in a range of games that include development of movement, ball skills, decision making and spatial awareness. They develop a good and healthy competitive attitude in their activities.
- 302 In open air and adventure activities, learners in key stage 2 undertake residential visits each year, where pupils develop a wide range of outdoor skills.

### **Shortcomings**

- 303 In lessons, the majority of learners in both key stages is inappropriately dressed when undertaking activities and has limited understanding of effects of energetic activity on the body.
- 304 In key stage 2 learners' skill in evaluating their own performance and that of others is insufficiently developed.
- 305 Younger key stage 2 learners display limited improvement in performance during dance lessons.

## **Religious education**

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

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

### **Good features**

- 306 Throughout the school, all learners make good progress in developing a secure knowledge and understanding of the beliefs and practices of Christianity and other major faiths represented in the United Kingdom such as Hinduism, Islam, Sikhism and Judaism.
- 307 Learners in key stage 1 undertake a study of the concept of prayer and all successfully write personal and meaningful prayers.
- 308 During a visit from a local vicar, learners in key stage 1 ask appropriate questions about Christian worship which they then compare with what they learned about Sikhism.
- 309 In their study of Sikhism, key stage 1 learners research what a Gurdwara is and following a visit, they re-enact vividly their experiences and what they have learnt.

310 Younger learners in key stage 2 study in depth festivals from different religions and most are able to compare similarities and differences in beliefs and traditions.

311 Older learners in key stage 2 focus on the Jewish faith and Christianity. They research a Jewish synagogue on the internet and compare their findings with a visit to their local parish church. By the end of key stage 2, most learners demonstrate good knowledge of the main religious beliefs and practices and are respectful of differing viewpoints.

### **Shortcomings**

312 There are no significant shortcomings but in key stage 2 learners do not reflect sufficiently on the impact of faith on different communities.

## **School's response to the inspection**

The school and the wider community would like to thank the inspection team for the professionalism it showed during the inspection.

We are pleased that the inspection team recognises the improvements which have been made during the last two years under the direction of the new headteacher.

The school welcomes the recommendations and will in due course prepare and implement an action plan. A copy of the action plan will be sent to all parents and its progress will be regularly monitored by the governing body. Progress will be reported to parents in the annual governors' report to parents.

## Appendix 1

### Basic information about the school

Name of school	Llandeilo Community Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11
Address of school	20 Rhosmaen Street Llandeilo Carmarthenshire
Postcode	SA19 6LU
Telephone number	01558 822498

Headteacher	Ms Karen Johns
Date of appointment	September 2007
Chair of governors	Mrs Julia Cox
Registered inspector	Mr Jeffrey Harries
Dates of inspection	Nov 30 – Dec 2, 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	24	11	23	18	27	24	27	23	177

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	7.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.3:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	2.7:1
Average class size, excluding nursery and special classes	28.1:1
Teacher (fte): class ratio	1.13:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	N/A	92%	93%
Spring 2009	N/A	90%	92%
Autumn 2008	N/A	85%	90%

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

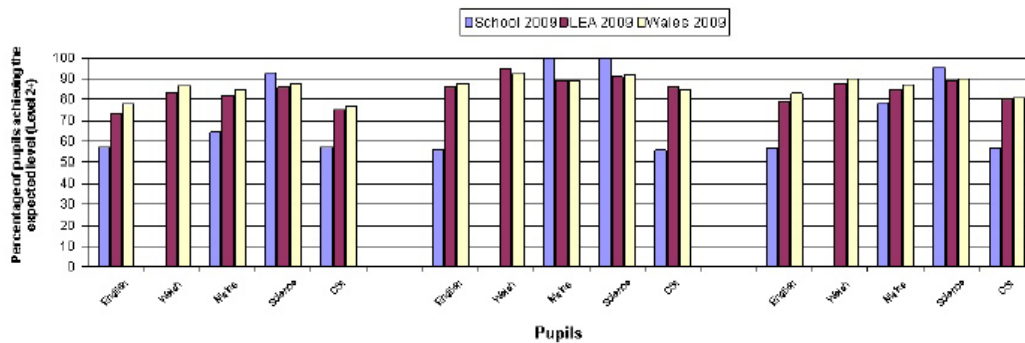
Llandeilo County Primary School  
Carmarthenshire

LEA/School no: 669/2185

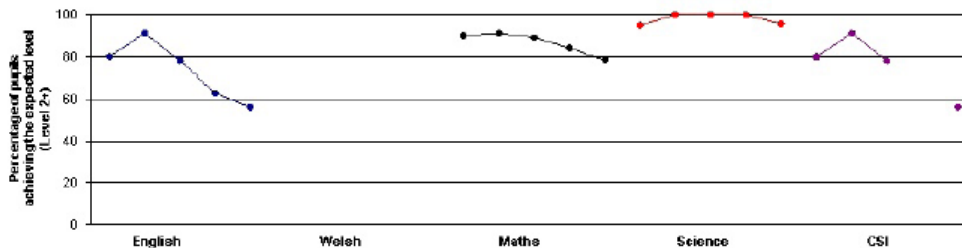
### School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	57	73	78	56	86	88	57	79	83
Welsh	.	83	87	.	95	93	.	88	90
Maths	64	82	85	100	89	89	78	85	87
Science	93	86	88	100	91	92	96	89	90
CSI	57	75	77	56	86	85	57	80	81



### School Performance over time (2005 - 2009)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	57	75		84		92	
Welsh		85		93		100	
Maths	78	80		88		96	
Science		85		92	96	100	
CSI	57	74		82		90	

#### Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 25/09/2009

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This report uses data for 2009 for LEA and Wales comparative information

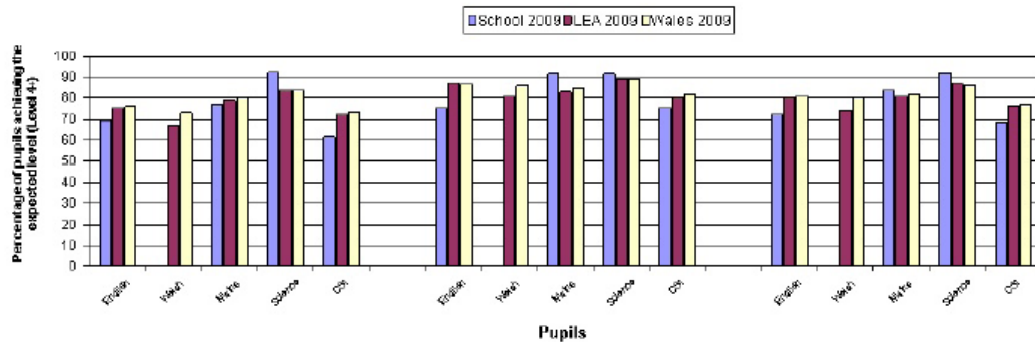
Llandeilo County Primary School  
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LEA/School no: 669/2185

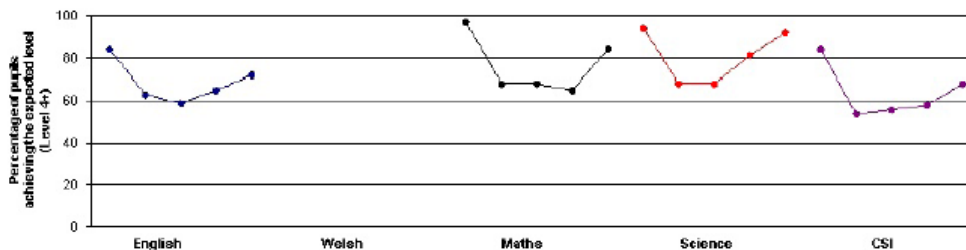
**School comparative information: National Curriculum Assessments 2009 with benchmarking**  
**Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	69	75	76	75	87	87	72	80	81
Welsh	.	67	73	.	81	86	.	74	80
Maths	77	79	80	92	83	85	84	81	82
Science	92	84	84	92	89	89	92	87	86
CSI	62	72	73	75	80	82	68	76	77



**School Performance over time (2005 - 2009)**



**Contextual Information**

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

**More than or equal to 16 per cent and up to 24 per cent eligible for FSM**

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	72	74		82		87	
Welsh		67		78		89	
Maths		76		83	84	88	
Science		80		88	92	94	
CSI	68	69		77		83	

**Notes:**

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 25/09/2009

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## Appendix 4

### Evidence base of the inspection

The school was inspected by a team of five inspectors who were present in the school for a total of nine inspection days.

Before the inspection:

- meetings were held with the headteacher, staff, governing body and nine parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 17 questionnaires that were returned were analysed and the team considered the results of which 97% of the responses were positive; and
- school documentation was examined.

During the inspection:

- evidence was gathered based on inspecting classes in a total of 46 lessons or sessions across the age range;
- other observations were undertaken including collective worship, registration, play time and lunch time;
- discussions were held with learners on aspects of their life and work in the school;
- inspectors listened to a representative sample of learners reading;
- inspectors examined learners' work from each age group, in addition to work in the classroom and being displayed around the school; and
- post-inspection meetings were held with the headteacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Jeffrey Harries Registered Inspector	Context, Summary, Recommendations and Appendices Key questions 1, 5 and 6 mathematics, music, physical education
Brinley W Jones Team Inspector	Key questions 2 and 3 Welsh second language, information and communications technology, design and technology, history, geography
Mary Dyas Team Inspector	Key questions 4 and 7 Foundation Phase English, science, art and design, religious education
Gwynoro Jones Lay Inspector	Contributions to key questions 1, 3 and 4
Julie Frazer	Peer assessor
Karen Johns Headteacher	Nominee

#### **Acknowledgement**

***The inspection team would like to thank the governors, the headteacher, staff, learners and parents for their co-operation and courtesy throughout the inspection.***

**Contractor:** EPPC-Severn Crossing Ltd  
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