

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Llanfaes Community Primary School
Bailihelig Road
Brecon
Powys
LD3 8EB**

School Number: 6662125

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by

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

The inspection of Llanfaes C.P. School took place between 14/02/06 and 16/02/06. An independent team of inspectors, led by Stephanie James, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. Llanfaes Community Primary School serves the community of Llanfaes, which lies on the edge of the market town of Brecon, in the county of Powys. The majority of pupils come from the immediate locality or other parts of Brecon, with the remainder travelling to school from surrounding rural villages. Pupils representing the full range of abilities attend the school.
2. The school caters for pupils from four to 11 years of age. There are 213 pupils on roll, including ten children who attend the nursery full-time. Children enter the nursery the term following their fourth birthday. Children who enter school in the summer term go straight into the reception class. There is no nursery class provision in the autumn term. However, there is provision for three-year-old children in 'Llanfaes Tots', which is situated alongside the nursery class, but which is not part of the school's statutory provision. This setting is registered with the Care Standards Inspectorate and did not, therefore, form part of this inspection.
3. Ninety-eight per cent of pupils are of white ethnic origin and 100% of pupils speak English at home. No pupils speak Welsh as a first language. Around 7% of pupils are entitled to free school meals, which is well below the national average of 19%. Information from baseline assessments in the first term of the reception year indicate that children's attainment on entry to school is around the average for Powys.
4. Twenty per cent of pupils are on the school's register of special educational needs (SEN), which is in line with the national average of approximately 20%. Four pupils have statements of SEN. A pre-school assessment unit for children who may have special needs is also on site. The Health Service refers children to this unit. They are an integral part of the school's provision.
5. The school has recently been awarded the Basic Skills Quality Mark for the third time. It has also achieved the Bronze Eco Schools award in recognition of its work in caring for the environment. It is working towards the silver award.
6. There have been some significant changes since the last inspection in May 2000. The new school building was opened in May 2002 and replaced one where maintenance was a persistent problem. Members of staff and the governing body collaborated with architects in designing the new school. The building includes the teachers' centre for the South Powys area. When not in use for in-service training, the school has access to this facility. A new head teacher was appointed in September 2005. Both the chair and vice-chair of the governing body have also very recently been appointed to their posts.
7. There are 10 full-time teachers in addition to the head. Another teacher is employed for nine out of 10 sessions, and a support teacher works in the school for one session per week. All members of staff, except the head and two other teachers, were in post at the time of the last inspection.
8. In the November prior to the inspection, the school was closed for five days over a period of two weeks, because of an outbreak of e-coli disease. Some pupils were absent for up to four weeks and missed a significant amount of

schooling. When the school re-opened, it had to operate a restricted curriculum in some areas of its work, as required by the Environmental Health Authority. These restrictions were lifted shortly before the inspection.

The school's priorities and targets

9. The school's main priority is encapsulated in its mission statement, 'Achievement for All'.
10. The school aims to provide a caring environment in which pupils are provided with experiences, opportunities, activities and challenges which are designed to encourage each individual to achieve his or her full potential in terms of academic, social, physical and emotional development.
11. The following are key targets in the School Development Plan (SDP) for the current academic year 2005-2006:
 - Assessment – to improve assessment throughout the school and involve pupils in evaluating their own work as a basis for setting personal targets.
 - English – to raise standards in spelling and handwriting throughout the school.
 - Mathematics – to improve pupils' skills in using and applying their mathematical knowledge and understanding.
 - Homework – to revise and implement an agreed Homework Policy.
 - Science – to revise and implement the first year cycle of the scheme of work.
 - Assertive Discipline and Solution Based Therapy – to implement the revised Behaviour Policy.
 - Role of Curriculum Co-ordinators – to develop their role in monitoring, evaluation and review procedures in order to raise standards.
 - Role of Governors – to develop their role in becoming aware of the daily life of the school.
 - Information technology– to revise and implement the scheme of work for information technology, support professional development in the teaching of information technology and audit software resources.
 - Blitz programme – to implement the Blitz Early Intervention Programme and train teaching assistants and parents to run the programme.

Summary

12. Llanfaes Community Primary School is a good school which is outstandingly successful in achieving one of its main aims; to provide a caring environment for pupils. It is increasingly effective in fulfilling one of its other main aims; to enable all pupils to achieve their full potential in terms of their academic development.

Table of grades awarded

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

Standards

13. Pupils in key stages (KS) 1 and 2 make good progress and achieve good standards in their knowledge, understanding and skills. The percentage of pupils achieving the expected level 2 at the end of KS1, and the expected level 4 at the end of KS2, is above that of Powys and Wales.
14. 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 Desirable Outcomes for Children's Learning.
15. Pupils with SEN make good and sometimes outstanding progress, relative to their abilities.
16. Throughout the school, pupils make good progress in using the key skills of listening and speaking, reading and writing in their work in all subjects across the curriculum. Although they sometimes depend too much on worksheets, pupils develop independence in using writing for a good range of purposes. Pupils make good progress and achieve good standards in understanding and using Welsh.
17. When given the opportunity, pupils apply their mathematical skills well in subjects such as science, geography and design and technology. However, they do not use them as frequently, and for as many purposes, as they do their communication and literacy skills. Pupils' skills in using information and communications technology (ICT) are developing well in relation to a variety of applications, but their use of databases, spreadsheets and graphs is less advanced.
18. Pupils' performance in the 2005 National Curriculum (NC) assessments at the end of KS1 and 2 was above the average for Powys and Wales. However, when compared with other schools with a similar socio-economic profile, pupils'

results were below average. Furthermore, the percentage of more able pupils achieving the higher level 3 at the end of KS1, and the higher level 5 at the end of KS2, was below that of Powys and Wales in all three core subjects. These statistics suggest that more able pupils achieved below their capacity. Trends in pupils' performance in the NC assessments over the three years from 2003 to 2005 show a slight decline. There are no significant differences in the performance of girls and boys.

19. The school has identified the need to raise the performance of more able pupils in its current SDP. There was evidence during the inspection that in most classes more able pupils are now sufficiently challenged, are making good progress and are beginning to achieve their full potential. Pupils of below average ability make good progress in order to attain the levels expected at ages seven and 11.
20. Pupils' attitudes to learning and interest in their work are good. Most pupils concentrate well and produce a good amount of work in the time available. With few exceptions, pupils' behaviour in lessons, around the school and outside at play is good.
21. Historically, attendance is high, averaging nearly 95% per term. Pupils' punctuality at the start of the school day, and to lessons after break times, is good.
22. Overall, the school's personal and social education programme (PSE) is successful in enabling pupils to make good progress in their personal, social and moral development. Pupils increasingly take responsibility for their own learning. They organise themselves well and co-operate with one another effectively in pairs and small groups.
23. Pupils show outstanding awareness of the importance of friends, family and the wider community. They recognise that everyone should be treated equally. Most pupils have a good knowledge of, and respect for, the religious beliefs of people of different faiths.
24. Pupils are very well prepared to take a full part in the life and work of the community through their participation in a wide variety of community activities. They also gain a good understanding of the different types of work people do.

The quality of education and training

25. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	71%	7%	0%	0%

26. The quality of teaching is good in 93% of lessons, with 22% of them having outstanding features. This compares very favourably with the national picture reported by Her Majesty's Chief Inspector in her annual report for 2004 to 2005, where the quality of teaching is good in 79% of lessons. The consistency the school achieves in the quality of teaching is beginning to have a positive impact on the standards pupils achieve.
27. In all classes, the relationship between teachers and pupils is based on mutual respect and there is a good rapport between them. Teachers treat all pupils

- equally and fairly. They have secure knowledge of the subjects they teach and draw effectively on one another's expertise.
28. In those lessons where the quality of teaching was judged to have outstanding features, teachers use a wide variety of teaching techniques and stimulating resources to gain and maintain pupils' interest. They conduct lessons at a good pace, provide opportunities for pupils to solve problems themselves and teaching assistants give very good support.
 29. In those lessons where there are some shortcomings, there is insufficient focus on the main objective of the lesson. Introductions are sometimes too prolonged and the pace of the lesson rather slow, so that pupils are sitting for too long and become a little restless. Tasks do not always meet pupils' individual needs, particularly for more able pupils. Occasionally, teachers do not reduce noise levels enough or insist that pupils do not talk when they are speaking to them.
 30. There is a revised and comprehensive assessment policy which is beginning to have a marked impact on further developing assessment and recording procedures. Some effective use is made of evidence gained from assessments to inform future planning. The analysis made of the evidence gained from tests, including NC tests, to inform teaching and learning and to set targets for improvement, is not sufficiently rigorous. The school has identified this as an area for further development.
 31. Teachers mark work regularly and give constructive comments, for the most part, which identify ways forward for pupils. Reports to parents provide information on all curriculum areas. In the best examples, they identify pupils' achievements in a concise and clear manner. Other reports, however, do not inform parents quite so well about their children's achievements. The school is currently focusing on further developing the overall quality of report writing.
 32. The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum that meets legal requirements. Schemes of work provide continuity and progression in pupils' learning experiences, which are generally well organised.
 33. The range of extra-curricular activities offered by the school is good with outstanding features. These activities are well attended and cater very well for pupils' individual talents and interests. Parents value the opportunities these clubs and activities provide. A good variety of visits to places of interest, usually linked to the topic pupils are studying, enriches learners' experiences.
 34. The PSE programme is well planned and makes a good contribution to pupils' spiritual, moral, social and cultural development. Assemblies also make an important contribution to these aspects of learners' development. The focus on spiritual development, however, is less well planned. Pupils are given insufficient opportunities for quiet reflection on their own and other people's life experiences.
 35. Links with parents and other members of the community are good with outstanding features. Parents are very supportive of the school and many of them volunteer their help in a variety of ways. The home/school agreement informs all concerned of their responsibilities. The school prospectus is informative, but has a few minor omissions. Good use is made of the expertise of visiting speakers from the community to extend pupils' experiences. There

are close links with the local church and with other schools, colleges and teacher training institutions.

36. The school's provision for work-related education has outstanding features. Pupils benefit from a wide range of work-related activities and visits to businesses in the town.
37. The school promotes a very positive Welsh ethos. *Y Cwricwlwm Cymreig*, the Welsh dimension to the curriculum, forms an integral part of a number of learning experiences and is well developed. The school effectively promotes and develops pupils' bilingual skills.
38. There are well established and effective procedures for promoting pupils' understanding of sustainable development and global citizenship. Pupils have a very good understanding of their responsibility for the environment and are heavily involved in recycling initiatives.
39. The school's provision takes good account of national priorities and initiatives, particularly in relation to entrepreneurship, equality of opportunity and sustainable development.
40. The school provides very high quality personal guidance. Pupils have a very positive attitude towards their school and think that it is a very caring and happy place to be. Very good arrangements exist for introducing the school to prospective new pupils and their parents or carers.
41. Early intervention is provided for pupils in need of support and parental review meetings are well structured. Initiatives such as the buddy system, and the introduction of 'worry boxes' strengthen the personal support and guidance given.
42. Communication with parents is effective and the school responds positively to suggestions. A parental survey has been carried out on a range of issues and a working party on homework has been set up following parental concerns.
43. The school's 'open door' policy allows parents daily opportunities to discuss issues. The Parent Teacher Association plays an important role in supporting the work of the school and makes a major contribution to the provision of facilities and resources for pupils.
44. The management and monitoring of behaviour and attendance are very effective and have an overall beneficial effect on pupils' progress and confidence. The school has recently introduced a new assertive discipline policy which together with other measures is beginning to have a positive impact on the minority of pupils whose behaviour is likely to impede their progress and that of others.
45. There is a well-implemented health and safety policy and the school has clear child protection procedures which are understood by all concerned.
46. The quality of the provision for pupils with additional learning needs is good with outstanding features. Pupils with SEN are well integrated into the life and work of the school and make good, and sometimes outstanding, progress as a result of the good support they receive.
47. The school is an inclusive community and fairness, tolerance, equality and respect for different views and values are clearly promoted. The school has

identified the need to develop further pupils' awareness and understanding of diversity in society.

Leadership and management

48. There are clear structures for effective and efficient management. The ethos of working closely as a team is one of the school's strengths. Lines of communication and daily routines are good. The school secretary makes a very important contribution, so that day-to-day arrangements are managed effectively and efficiently.
49. The headteacher, who has been in post for a term and a half, provides very good leadership. The head has a very clear vision for the future of the school. Working closely with staff members and governors, she has introduced a number of well defined procedures to move the school forward. She plays a key role in monitoring a number of aspects of school life, including teaching and weekly planning. She is well supported by a deputy and by other members of the senior management team.
50. The SDP is a detailed and valuable document which is based on a careful analysis of the needs of the school. The document clearly outlines priorities and targets, specific objectives, actions to be taken, time scales, monitoring and evaluation procedures and financial obligations.
51. Governors, for the most part, meet statutory and regulatory requirements, although there are a few minor omissions in the annual report to parents. Governors are enthusiastic and hard working in their promotion of the school and are beginning to play a more active role in its strategic management. However, the school has identified the contribution governors make to self-evaluation and the setting of its strategic direction as areas for development.
52. Self-evaluation and the drive towards continuous improvement are developing well. A positive feature is that the school now involves all members of staff, governors, pupils and parents in the self-evaluation process. While curriculum leaders are becoming more involved in the monitoring and strategic target setting process, the school has correctly identified these features of their role as areas for further development. Recently, the process of self-evaluation has led to a number of important initiatives, many of which have already brought about clear improvements.
53. Although data analysis and target setting are becoming more effective, the school's use of teacher assessments and standardised tests to identify specific weaknesses and set realistic targets for improvement is insufficiently developed. Governors' awareness and understanding of the significance of benchmarking statistics in identifying areas for improvement are also at an early stage of development.
54. The inspection team agreed to a marked extent with the school's identification of its achievements and areas for development. Progress since the last inspection has, for the most part, been good in addressing the key issues identified in that report.
55. The school has a good complement of teaching staff to deliver the curriculum and invests generously in enthusiastic class assistants, who are particularly well used across all year bands to support individuals and groups. Teachers'

planning, preparation and assessment (PPA) time is covered very effectively by the deputy head.

56. Overall, there is a good range of resources which are appropriate for pupils' different needs and the age-range.
57. The school is new and has good quality accommodation with some outstanding features. The learning environment is enhanced by high quality displays which include many examples of pupils' work in various curriculum areas.
58. The caretaker and cleaners make valuable contributions in maintaining the cleanliness and high standard of the accommodation.
59. Teachers and class assistants attend a good range of training sessions and this has a positive effect on their skills and understanding. They work very effectively as a team to share information.
60. The headteacher and governors keep a careful eye on the tight budget. They review expenditure regularly so that the school provides good value for money.

Recommendations

- R1** Ensure consistency in providing a higher level of challenge for more able pupils so that they can achieve their full potential.
- R2** Use information from assessment more rigorously to aid the identification of areas for improvement.
- R3** Continue to develop the role of all leaders and managers in monitoring the quality of provision and planning for improvement.

Note The school has identified all three of these recommendations as areas for improvement in either its current SDP or in the self-evaluation report it produced prior to the inspection.

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 2: Good features and no important shortcomings

61. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
62. Pupils in KS1 and KS2 make good progress and achieve good standards in their knowledge, understanding and skills. The percentage of pupils achieving the expected level KS2 at the end of KS1, and the expected level 4 at the end of KS2, is above that of Powys and Wales.

63. 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 Desirable Outcomes for Children's Learning.
64. Pupils with SEN make good, and sometimes outstanding, progress, relative to their abilities. In 2005, 20% of pupils on the SEN register in KS1 attained the expected level 2 in English, mathematics and science. Thirty-three per cent of pupils on the SEN register in KS2 achieved the expected level 4 in all three core subjects. This represents an outstanding achievement for these pupils.
65. Throughout the school, pupils make good progress in using their speaking and listening skills. Children under five listen attentively and respond appropriately to their teachers' questions and instructions. In KS1, pupils increasingly take it in turns to speak and listen to one another. By Y2, they discuss their work very effectively in pairs, for example, when drafting their work at the computer. In lower KS2, they ask pertinent questions and answer confidently. However, they sometimes need to be reminded of the rule that only one person should speak at a time. By upper KS2, pupils offer extended answers to questions and competently use specialist terminology related to the subjects they are studying.
66. Pupils make good progress in using their skills in reading and writing in their work across the curriculum. Children under five, and pupils in KS1, enjoy listening to stories and their responses become more perceptive. Although they sometimes depend too much on worksheets, pupils gradually develop their independence in writing for a variety of purposes. By Y2, they write independently and at increasing length. Some of their writing, for example in history, has outstanding features in terms of its structure, presentation and historical content. In KS2, pupils develop their skills of engaging in independent research well. Although they are sometimes over-dependent on worksheets in lower KS2, by the end of the key stage (KS) they know how to access information from a range of sources. They develop their skills in summarising and noting information well.
67. Children under five use their mathematical skills well in everyday tasks such as counting the number of pupils present at registration time. In KS1 and KS2, when given the opportunity, pupils apply their mathematical skills well in subjects such as science, geography and design and technology. However, they do not use them as frequently, and for as many purposes, as they do their communication and literacy skills. Pupils' skills in using ICT are developing well in relation to applications such as word processing, art programs and power point presentations. However, their use of databases, spreadsheets and graphs is less advanced.
68. Pupils make good progress and achieve good standards in understanding and using Welsh. When given the opportunity, they respond well to instructions in Welsh and make good use of informal situations to develop their grasp of the language.
69. Pupils' performance in the 2005 NC assessments at the end of KS1 and KS2 was above the average for Powys and Wales. However, when compared with other schools with a similar socio-economic profile (6-10% of pupils eligible for free school meals), pupils' results were below average. Furthermore, the percentage of more able pupils achieving the higher level 3 at the end of KS1, and the higher level 5 at the end of KS2, was below that of Powys and Wales in

all three core subjects. These statistics suggest that more able pupils achieved below their capacity. In KS1 the results were better in mathematics than they were in English and science. In KS2, the results were better in English and mathematics than they were in science, where pupils' performance at the higher level 5 was well below the national average. Trends in pupils' performance in the NC assessments over the three years from 2003 to 2005 show a slight decline. There are no significant differences in the performance of girls and boys.

70. The school has identified the need to raise the performance of more able pupils in its current SDP. There was evidence during the inspection that in most classes more able pupils are now sufficiently challenged and are acquiring a good range of skills that they apply well to new situations. They are making good progress and are beginning to achieve their full potential. Pupils of below average ability are developing a wide range of new knowledge and skills. They make good progress in order to attain the levels expected at ages seven and 11.
71. There is some inconsistency in the degree to which pupils understand what they are doing and how they can improve. In some classes, pupils complete self-evaluation sheets each term and talk knowledgeably about what they need to do to improve. In other classes, these sheets are not completed and pupils are less certain about which aspects of their work they need to target for improvement.
72. Pupils' attitudes to learning and interest in their work are good. They are often very enthusiastic about what they are doing and are keen to participate in lessons. Most pupils concentrate well and produce a good amount of work in the time available.
73. With few exceptions, pupils' behaviour in lessons, around the school and outside at play is good. Older pupils are good role models for those younger than themselves. Occasionally, noise levels rise in some lessons in lower KS2, but this does not impede pupils' overall progress. Pupils like the system of 'Golden Rules' for behaviour and understand the rewards and sanctions that follow good or bad behaviour. Incidences of bullying are rare. All parents who responded to a questionnaire hold the view that standards of behaviour are good.
74. Pupils' average attendance for the three terms before the inspection was 92%. Historically, attendance is high, averaging nearly 95% per term. Unfortunately, however, in the autumn term 2005 it fell below 90% due to an outbreak of e-coli disease. Clear guidance is provided on the procedures for unexpected absence, enabling early identification by class teachers of any cause for concern.
75. The registration period is used effectively and registers are marked in accordance with statutory requirements. Pupils' punctuality at the start of the school day, and to lessons after break times, is good.
76. Pupils increasingly take responsibility for their own learning. They organise themselves well and co-operate with one another effectively in pairs and small groups. Pupils in Y2, for example, safely and efficiently put out large apparatus in physical education lessons. Throughout the school, pupils support one

another extremely well when working in pairs at computers, but also develop an increasing capacity to use ICT independently to find out information.

77. Overall, the school's personal and social education programme is successful in enabling pupils to make good progress in their personal, social and moral development. Pupils show outstanding awareness of the importance of friends, family and the wider community. They recognise that everyone should be treated equally. Most pupils have a good knowledge of, and respect for, the religious beliefs of people of different faiths. Some aspects of pupils' spiritual awareness are less well developed because they do not regularly reflect on their own values and experiences and those of others during occasions such as assemblies.
78. Pupils are very well prepared to take a full part in the life and work of the community through their participation in a wide variety of community activities. They also gain a good understanding of the different types of work people do.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

79. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
80. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	71%	7%	0%	0%

81. The quality of teaching is good in 93% of lessons, with 22% of them having outstanding features. This compares very favourably with the national picture reported by Her Majesty's Chief Inspector in her annual report for 2004 to 2005. Nationally, the quality of teaching is good in 79% of lessons, with 18% of them having outstanding features. The consistency the school achieves in the quality of teaching is beginning to have a positive impact on the standards pupils achieve.
82. In all classes, the relationship between teachers and pupils is based on mutual respect and there is a good rapport between them. Teachers treat all pupils equally and fairly. They have secure knowledge of the subjects they teach and draw effectively on one another's expertise. Most lessons are well planned and structured and teachers usually ensure that the objectives are clear to pupils.
83. Outstanding features were sometimes identified in the quality of teaching in several classes. However, the quality of teaching in Y6 is consistently good with outstanding features. The following are outstanding features in those lessons where the quality of teaching was judged to be Grade 1:
- excellent working relationships between teachers and pupils;
 - a variety of teaching techniques, stimulating resources and artefacts used to gain and maintain pupils' interest and concentration;

- questions and tasks which challenge learners and extend their learning;
 - opportunities for pupils to solve problems themselves;
 - lessons conducted at a very good pace;
 - imaginative use of the interactive whiteboard to enliven lessons; and
 - well deployed teaching assistants who give very effective support where needed.
84. In those lessons where there are some shortcomings in the quality of teaching, there is insufficient focus on the main objective of the lesson, which is not made clear enough to pupils. Introductions are sometimes too prolonged and the pace of the lesson rather slow, so that pupils are sitting for too long and become a little restless. Tasks do not always meet pupils' individual needs. The tasks teachers provide for more able pupils, in particular, are not always sufficiently challenging. Occasionally, teachers do not reduce noise levels enough when pupils become over-excited, or insist that pupils do not talk when they are speaking to them.
85. Teachers develop pupils' bilingual skills well. They provide relevant opportunities for them to use their second language in informal situations. However, monitoring has identified the need to build progression into pupils' use of incidental Welsh.
86. The school meets statutory requirements for recording and accrediting learners' achievements. There is a revised and comprehensive policy which is beginning to have a marked impact on further developing assessment and recording procedures. Some effective use is made of evidence gained from on-going assessment to inform further planning. There is room, however, to develop the consistency of the rigour of this exercise.
87. The quality of the baseline assessment undertaken in the nursery class, and after children have commenced full-time education in the reception class, is good. Teachers use the evidence produced from assessment effectively and general assessment procedures for the under-fives are good.
88. The school uses a range of standardised tests for assessing the progress of pupils in KS1 and KS2 and a tracking system records pupils' progress through the school. The analysis made of the evidence gained from tests, including NC tests, to inform teaching and learning and to set quantifiable targets for improvement is not sufficiently rigorous. The school has identified this as an area for further development. Procedures for assessing pupils with SEN are good.
89. There are appropriate arrangements for recording progress in English and mathematics every term. While examples of pupils' work in the core areas are kept in pupils' individual record folders, these are not levelled according to NC criteria. Assessment and recording procedures for the foundation subjects are at an early stage of development and are mainly informal in nature. There are portfolios of levelled work for English and Welsh.
90. Teachers mark work regularly and give constructive comments, for the most part, which identify ways forward for pupils. Teachers work with pupils to set

their own targets for improvement in mathematics and English. This process is becoming more established and successful.

91. Annual reports to parents do not fully comply with statutory requirements, as attendance figures are not included for KS2 pupils. Reports provide information on all curriculum areas. In the best examples, they identify pupils' achievements in a concise and clear manner. Other reports, however, do not inform parents quite so well about their children's achievements. The school is currently focusing on further developing the overall quality of report writing. Well organised parent consultation evenings are held twice yearly.

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

Grade 2: Good features and no important shortcomings

92. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
93. The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum that meets legal requirements. It provides opportunities for pupils to gain accreditation with awards such as 'Child of the Week', entries in writing competitions and Eisteddfodau and participation in a number of sports events. Parents are happy with the range of learning experiences that the school provides.
94. Schemes of work provide continuity and progression in pupils' learning experiences, which are generally well organised. Grouping arrangements for children under-five, however, are not always effective in meeting individual needs. Sometimes too many children are brought together for activities such as singing and music, which can limit opportunities for individuals to practise and develop their skills. The nursery children and Llanfaes Tots share the same room. This sometimes makes it difficult for nursery children to concentrate during a quiet activity when the 'Tots' are engaged in a more lively activity.
95. On the whole, teachers' planning of opportunities for pupils to develop and apply the key skills of speaking and listening, literacy, numeracy and use of ICT is good. There are, however, some missed opportunities for pupils to use the full range of their mathematical and information technology skills in their work across the curriculum.
96. The range of extra-curricular activities offered by the school is good with outstanding features. The range of activities includes recorders, art and craft, bell ringing, netball, football, hockey, ball skills, country dancing and the 'Watch' club, in which pupils work to enhance the school environment. These activities are well attended and cater very well for pupils' individual talents and interests. Parents value the opportunities these clubs and activities provide. A good variety of visits to places of interest, usually linked to the topic pupils are studying, enriches learners' experiences.
97. The PSE programme is well planned. It is promoted through timetabled PSE lessons, 'circle times', science and religious education lessons, visits and specialist speakers. It makes a good contribution to pupils' spiritual, moral,

social and cultural development. Through stories, assemblies and the weekly 'circle time', pupils become aware of their own and other people's feelings and consider the difference between right and wrong. The 'buddy system' effectively helps pupils learn how to support and relate to one another. Pupils have good opportunities to participate in decision-making processes and to adopt roles of responsibility. For example, candidates for the school council put up posters of themselves asking for the votes of their peers.

98. The provision for a daily act of worship meets statutory requirements. Assemblies make an important contribution to pupils' moral, social and cultural development. The focus on spiritual development, however, is less well planned. Pupils are given insufficient opportunities for quiet reflection on their own and other people's life experiences.
99. Links with parents and other members of the community are good with outstanding features. Parents are very supportive of the school and many of them volunteer their help in a variety of ways. They are involved in the 'Catch Up' scheme, in making story sacks, accompanying school trips and in some after school activities. They are also involved in family literacy and numeracy days, and language and play sessions, all of which have a positive impact on pupils' learning experiences. The home/school agreement informs all concerned of their responsibilities. The school prospectus is informative, but has a few minor omissions. Good use is made of the expertise of visiting speakers from the community to extend pupils' experiences. For example, children in the reception class learned about the needs of babies when a mother visited the class with her new baby. There are close links with the local church, where an awards assembly is held every half term. Links with other schools, colleges and teacher training institutions are strong.
100. The school's provision for work-related education has outstanding features. Pupils benefit from a wide range of work-related activities and visits to businesses in the town. These visits are linked wherever possible to curriculum topics. People from the world of work, such as the police and fire service, members of the performing arts, Western Power Distribution, a professor and a local builder all come to the school to talk about their work with the pupils. Pupils' understanding of the world of work is further enhanced by visits to the Beacons National Park and local businesses such as the shoe shop and florists. There are good links with Careers Wales, who have organised science-based projects and arranged for teachers to attend courses and work-based placements.
101. The school promotes a very positive Welsh ethos and good use is made of wall displays to reinforce pupils' learning. *Y Cwricwlwm Cymreig*, the Welsh dimension to the curriculum, forms an integral part of a number of learning experiences and is well developed. The school effectively promotes and develops pupils' bilingual skills.
102. There are well established and effective procedures for promoting pupils' understanding of sustainable development and global citizenship, both through the formal curriculum and more informal experiences. Pupils have a very good understanding of their responsibility for the environment and are heavily involved in recycling initiatives. The school has gained a bronze 'Eco School'

award and is currently working towards a silver award. An Eco committee makes an important contribution to this aspect of school life.

103. Opportunities for learners to develop their entrepreneurial skills through the Dynamo project, school book club, Eco and school councils are well developed. The school offers work experience to pupils from the local comprehensive school and has close links with Aberystwyth University, Trinity College Carmarthen and Brecon College.
104. The school's provision takes good account of national priorities and initiatives, particularly in relation to entrepreneurship, equality of opportunity and sustainable development. Themes within the personal, social and education programme, subjects such as religious education, history and geography and charity events make a good contribution towards enhancing pupils' understanding of global citizenship, third world matters and democracy.

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

Grade 1: Good with outstanding features
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105. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report, as the school judged this key question to be grade 2. The inspection team identified a number of outstanding features, and no important shortcomings, in the quality of the school's care, guidance and support for learners. It therefore awarded the higher grade 1 to this key question.
106. The school provides very high quality personal guidance to its pupils. The pupils' attitude towards the school is very positive and they hold the view, which they express strongly, that their school is a very caring and happy community.
107. All staff know pupils well and are aware of their backgrounds. Personal and pastoral care arrangements are effective and are a strength of the school's provision. Early intervention is provided for pupils in need of support and parental review meetings are well structured. Good support is also made available from speech, hearing and occupational therapists. Initiatives such as the buddy system, and the introduction of 'worry boxes' as a direct result of the findings from a pupil questionnaire, strengthen the personal support and guidance.
108. The partnership with parents and carers is very good with effective and supportive links. Relationships are close and consistently positive responses were received at the meeting prior to the inspection. Communication with parents is effective and the school responds positively to suggestions. A parental survey has been carried out on a range of issues and a working party on homework has been set up following parental concerns. The school's 'open door' policy allows parents daily opportunities to discuss issues. More formal arrangements exist for parents and carers to attend the school twice a year for dialogue with teachers on their child's progress. A recently introduced good practice is the 'Meet the Teacher' evening to discuss generic class issues.

109. The Parent Teacher Association plays an important role in supporting the work of the school and makes a major contribution to the provision of facilities and resources for pupils. The association is very active, organising many social events for adults and supporting staff with school events during the year.
110. Very good arrangements exist for introducing the school to prospective new pupils and their parents or carers. Parents of children joining nursery and reception classes receive a welcome pack containing a range of information about school arrangements, rules and expectations. In addition to the care and support provided by staff in the early years, the buddy system also helps new pupils to settle quickly in the school.
111. The health education programme is well planned and delivered. Good support is provided by the school nurse and the police liaison officer in discussing with pupils issues such as sex education, matters of personal hygiene and anti-social behaviour.
112. The management and monitoring of behaviour and attendance are very effective and have an overall beneficial effect on pupils' progress and confidence and help them thrive in a caring and supportive environment.
113. There is a well-implemented health and safety policy and any issue arising is discussed in staff meetings. Arrangements for conducting risk assessments, fire drills, inspection of equipment and the recording of accidents are well implemented. Members of staff are trained first-aiders and there is a designated governor with responsibility for health and safety matters.
114. The school has a clear child protection policy with designated members of staff and a governor with identified responsibilities. All staff have received training and are aware of procedures within the school. Where appropriate, the school works in close liaison with relevant social and welfare services.
115. The quality of the provision for pupils with additional learning needs is good with outstanding features. It fully meets the requirements of the SEN Code of Practice for Wales. The school has a policy of early intervention which is effective in providing additional support for those pupils who need it. The school also works closely with outside agencies to identify and assess pupils with additional learning needs.
116. There are two Special Educational Needs Co-ordinators (SENCOs). One leads the work of the pre-school assessment unit. The other works as a support teacher with small groups of pupils with additional learning needs in years 1, 2 and 3. Both SENCOs are very well qualified and well informed about the nature of pupils' needs. Link governors for SEN are also very actively involved and knowledgeable about the quality of the school's provision.
117. The Individual Education Plans (IEPs) that are written for pupils are of good quality. They are reviewed regularly and annotated with useful comments and reminders. Pupils' targets are clear and specific and adjusted as pupils achieve them. The views of parents and carers, and pupils themselves, are taken into account in their IEPs. Careful and detailed assessments of pupils' progress are recorded in individual portfolios of their work. Information from formal tests and assessments are used effectively further to track pupils' progress.

118. The support teacher liaises closely with class teachers so that pupils in withdrawal groups work on the same topic as their peers and do not miss lessons in other subjects. Most teachers modify tasks effectively for pupils with SEN and there is continuity between their work in withdrawal groups and in the classroom. Children in the pre-school assessment unit join other children under five for a range of activities. Learning support assistants are deployed very effectively. All pupils with SEN are therefore well integrated into the life and work of the school and make good, and sometimes outstanding, progress as a result of the good support they receive.
119. The school has recently introduced a new assertive discipline policy and solution-based approach to behaviour management. The policy includes working with the parents of any pupils who have difficulty in controlling their behaviour. This policy, together with the 'Golden Rules' devised by the School Council, anti-bullying strategies and other measures to eliminate oppressive behaviour, are beginning to have a positive impact on the minority of pupils whose behaviour is likely to impede their progress and that of others.
120. The school is an inclusive community. Fairness, tolerance, equality and respect for different views and values are clearly promoted. Pupils, whatever their gender or social background, have equal opportunity to participate in all activities. However, learners' choices of extra-curricular activities tend to conform to gender stereotypes.
121. Although no pupils with physical disabilities currently attend the school, it is in a very good position to secure their equal treatment. The new building offers full access to pupils with disabilities and there are a number of specially adapted facilities to meet their needs.
122. The school has an appropriate race equality policy. It effectively promotes pupils' awareness and respect for diversity through assemblies and topics studied in religious education, geography, art and music lessons and through educational visits. An outstanding example of how a visit promotes pupils' respect for diversity is the year 6 pupils' visit to a Sikh gurdwara in Cardiff. This visit builds extremely well on their previous work on Sikhism, so that they develop a much deeper understanding and appreciation of the beliefs of Sikhs, and their special meals and ceremonies. The school has identified the need to increase the number and variety of visitors to the school in order to develop further pupils' recognition and respect for diversity.

Leadership and management

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

Grade 2: Good features and no important shortcomings

123. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
124. There are clear structures for effective and efficient management. Lines of communication and daily routines are good and allow the everyday work of the school to proceed smoothly. The school secretary makes a very important contribution, so that day-to-day arrangements are managed effectively and

efficiently. The ethos of working closely as a team is one of the school's strengths.

125. The headteacher, who has been in post for a term and a half, provides very good leadership. She gives a clear sense of direction to the life and work of the school and ensures the provision of equality of opportunity for all. The aims of the school are clearly reflected in its policies and work. She is well supported by teaching and non-teaching staff who all contribute to the decision-making process. Staff have recently worked alongside pupils, parents and governors to formulate a homework policy.
126. The head has a very clear vision for the future of the school. Working closely with staff members and governors, she has introduced a number of well defined procedures to move the school forward. She plays a key role in monitoring a number of aspects of school life, including teaching and weekly planning. She is well supported by a deputy, whose focus on whole school matters is enhanced through her teaching of all classes as part of the PPA programme. The support of the senior management team has been invaluable in helping the headteacher to plan and implement new initiatives.
127. The school operates in line with its performance management policy. The process has been well established and is developing effectively. Performance management gives a foundation for continuing professional development. Teachers attend a good range of appropriate courses which are of benefit to them and to the school. These experiences are effectively shared with others.
128. The school focuses well on national and local priorities. These include, for example, the further development of ICT provision, the promotion of bilingualism, the Eco schools programme, healthy eating and the assessment for learning programme. The SDP is a detailed and valuable document which is based on a careful analysis of the needs of the school. The document clearly outlines priorities and targets, specific objectives, actions to be taken, time scales, monitoring and evaluation procedures and financial obligations. The whole document focuses on a three year plan. More details are provided for first year priorities which focus on a good range of relevant and appropriate issues. A more detailed time-scale is included for these features and there are good procedures to monitor developments.
129. Governors, for the most part, meet statutory and regulatory requirements, although there are a few minor omissions in the annual report to parents. Governors are enthusiastic and hard working in their promotion of the school. They receive good quality information about aspects of school life every half term. This generally includes an on-going evaluation of developments to date. There is an appropriate sub-committee structure and governors are involved in health and safety and financial matters.
130. Governors are beginning to play a more active role in the strategic management of the school. Recently, link responsibilities for individual subjects have been established and the governing body completed a questionnaire as part of the recent self evaluation exercise. Overall, however, the school has identified the contribution governors make to self-evaluation and the setting of strategic directions as areas for development.

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

Grade 2: Good features and no important shortcomings

131. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report, as the school judged this key question to be grade 3. The school has produced a very clear analysis of its strengths and areas for development from a wide range of relevant sources. The inspection team agreed to a marked extent with the outcomes of this analysis. The higher grade 2 was therefore awarded to this key question because of the accuracy and quality of the school's self-evaluation report.
132. A culture of self-evaluation is being established. There are very good links between the process of self-evaluation and planning for improvement. The school is making good progress in establishing procedures which are comprehensive, systematic and based on clear evidence.
133. Self-evaluation and the drive towards continuous improvement are developing well in relation to forming secure judgements about standards and the quality of education provided. A particularly good feature is that all staff are involved in the process of school review and the development and monitoring of whole-school priorities as set out in the SDP. A further positive feature is that the school now involves governors, pupils and parents in the self-evaluation process. While curriculum leaders are becoming more involved in the monitoring and strategic target setting process, the school has correctly identified these features of their role as areas for further development.
134. Recently, the process of self-evaluation has led to a number of important initiatives, many of which have already brought about clear improvements. These initiatives include a more rigorous focus on investigative work in mathematics and science, a whole-school approach to teaching and learning strategies, the adoption of an effective marking policy and the development of revised assessment procedures. An assertive discipline policy for managing pupils' behaviour and developing an effective learning environment is also beginning to have a positive impact on standards achieved.
135. Although data analysis and target setting are becoming more effective, the school's use of teacher assessments and standardised tests to identify specific weaknesses and set realistic targets for improvement is insufficiently developed. Governors' awareness and understanding of the significance of benchmarking statistics are also at an early stage of development.
136. The self-evaluation document produced by the school prior to the inspection is a document of high quality. The document is concise and clear and offers a very good range of relevant information and a detailed analysis of all aspects of school life. There is a clear identification of priorities and areas for development as well as what has already been achieved. Overall grades were allocated to each key question and grades were also given to sub-sections of key questions. All aspects of the self-evaluation document were related to specific features of supporting evidence, which was made available to the inspection team.

137. The inspection team agreed to a marked extent with the school's identification of its achievements and areas for development as set out in relation to sub-sections of key questions. The overall grades for two key questions were raised, while the grade for one key question was lowered.
138. Progress since the last inspection has, for the most part, been good in addressing the key issues identified in that report.

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

Grade 2: Good features and no important shortcomings

139. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report, as the school allocated a grade 1 to this key question. A number of effective initiatives, supported by well focused and relevant resources are now in place. However, these have not yet had time to impact fully on pupils' standards of achievement and the inspection team therefore awarded a grade 2 to this key question.
140. The school has a good complement of teaching staff to deliver the curriculum. Teachers have a good range of qualifications and expertise and the scheme for delegating responsibilities is very good. The school invests generously in enthusiastic and effective classroom support staff who work very well with the teachers. All staff have job descriptions which give a clear outline of their responsibilities.
141. Overall, there is a good range of resources to support the curriculum which are appropriate for pupils' different needs and the age-range. There is a good supply of resources for under-fives. There are computers in every class and a further sixteen in the computer suite, enabling pupils to share one between two in their IT lessons. There are interactive white boards in most classes. The quantity and quality of ICT resources have recently been upgraded and a range of new mathematics resources have been purchased.
142. The school is new and has good quality accommodation with some outstanding features for teaching and learning. There are appropriately designated areas for the under-fives and ample outside play and learning areas. Playing fields have been upgraded to ensure more use and a forest garden area is being developed. Rooms are carpeted, they have recently been re-painted and have new furniture. The quality of the learning environment is enhanced by high quality displays which include many examples of pupils' work in various curriculum areas. The caretaker and cleaners make valuable contributions in maintaining the cleanliness and high standard of the accommodation.
143. The quality of all the staff, and the effectiveness of their deployment, is a strength of the school. Support staff are particularly well used across all year bands to support individuals and groups. Teachers' PPA time is covered very effectively by the deputy head, who uses her expertise very well to enhance pupils' speaking and listening skills, to teach music and manage the implementation of aspects of the behaviour policy throughout the school.

Good use is made of the peripatetic teacher for Welsh and there are good links with outside agencies.

144. Teachers attend a good range of training sessions and this has a positive effect on their skills and understanding. They work very effectively as a team to share information. Professional development extends to all members of staff and parent helpers. Non-teaching staff are fully involved in school based in-service training sessions.
145. Overall, the use made of resources is good and helps ensure that pupils receive good learning experiences. Good use is made of the ICT suite to develop pupils' skills. The school has, however, identified the use made of the library as an area for development. Good use is made of the school hall for physical education and collective worship.
146. The use of resources is regularly reviewed by members of the senior management team and curriculum coordinators. The school ensures that the resources correspond to their priorities for development. Recent purchases for mathematics, for example, are beginning to have a positive impact on standards and there are plans to further develop language resources. The headteacher and governors keep a careful eye on the tight budget. They review expenditure regularly so that the school provides good value for money.

School's response to the inspection

As a school, we have carefully read the findings of the inspection and acknowledge and agree with the findings of the report. We conclude that they accurately and fairly reflect the many strengths of Llanfaes C P School. We are particularly pleased with the judgement that we are outstandingly successful in providing a caring environment for our pupils. The inspection findings recognise that, in most respects, we have made good progress since our last inspection.

The inspection was carried out in a professional and thorough manner, ensuring that pupils, staff, parents and governors were consulted on all aspects. Judgements were deliberated upon extensively and all sources of evidence considered in depth, ensuring that the findings are fair.

The teaching and support staff throughout the school are of the highest calibre, reflected in the judgements of the team, who found the quality of teaching to be significantly above the national figures reported by Her Majesty's Chief Inspector in the last academic year. It is also pleasing that the progress made by pupils with special educational needs is recognised as good, and sometimes outstanding, reflecting the skill and dedication of all staff.

Life-long learning skills are central to much of the work in school, and it is therefore pleasing that work-related education was found to have outstanding features. In conjunction, the effective procedures for developing understanding of sustainable development, global citizenship and personal and social education will ensure that our pupils continue to develop the necessary skills for the twenty first century. The school is very pleased with the recognition given to the extensive range of opportunities offered to our children, enriching their experiences.

Identification of the transitional nature of the school in terms of changes in leadership is sensitively identified. Therefore, we are especially pleased to note that there is recognition of the manner in which change has been embraced by the whole school community to the benefit of all. We will ensure that the developments are sustained through maintaining the rigour of our self-evaluation and clarity in the development plan. There is a high degree of correlation between the school's self-evaluation and the report findings. Due to the fact that the three recommendations are already part of the current school development plan, we will be able to address them during the current academic year.

A key feature of the report is the strong team ethos within the school, actively involving all its stakeholders. It is this culture which underpins our drive to achieve the aims of the school, and which will ensure that the recommendations of the inspection team are accomplished, building on the successes we have already achieved.

An action plan will be put in place to address these recommendations and parents will be informed accordingly.

Appendix 1

Basic information about the school

Name of School	Llanfaes C P School
School type	Community
Age-range of pupils	3 to 11
Address of school	Beilihelig Road Brecon Powys
Post-Code	LD3 8EB
Telephone Number	01874 623326

Headteacher	Ms Karen Lawrence
Date of appointment	September 2005
Chair of Governors	Ms Jackie Williams
Registered Inspector	Ms Stephanie James
Dates of inspection	14-16 February 2006

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	10	26	30	30	32	27	25	29	209

Note: 4 pupils in the pre-School Assessment Unit are also on the school's roll, giving an overall total of 213

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	2	12

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	2:1
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	Nursery	Reception	Rest of School
Spring 2005	91%	91%	93%
Summer 2005	92%	95%	95%
Autumn 2005	N/A	87%	87%

Percentage of pupils entitled to free school meals	7%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

Nation Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2		30		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	6	81	13
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	0	16	69	16
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	0	3	84	13
		National	0	5	15	69	11
En: speaking and listening	Teacher Assessment	School	0	0	6	75	19
		National	0	4	14	55	27
Mathematics	Teacher Assessment	School	0	3	6	69	22
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	0	84	16
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment

In the school	88	In Wales	81
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6		40						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	5	8	60	28
		National	0	0	1	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	0	15	50	35
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	13	68	20
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science and English according to teacher assessment in 2005

In the school	80	In Wales	72
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D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

A team of three inspectors visited the school for the equivalent of seven inspector days and a peer assessor was present for three days. The nominee from the school was the head teacher.

These inspectors visited:

- twenty-seven lessons or part-lessons;
- all classes;
- acts of collective worship;
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.
- The team also considered:
- the school's self-evaluation report;
- thirty-seven responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work.

The inspection team held post-inspection meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephanie James Registered Inspector	Context Summary Recommendations Key Questions 1, 2, 3 and 4 Appendices
Brinley Jones Team Inspector	Key Questions 5, 6 and 7 Contributions to key questions 1, 2 and 3
Helen Adams Lay Inspector	Contributions to key questions 1, 3 and 4
Anna Spokes Peer Assessor	Contributions to the evidence base for all key questions

The contractor was:

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