

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

***Llanfynydd Voluntary Aided School  
Llanfynydd  
Carmarthen***

***School Number: 669-3302***

***Date of Inspection: 13-15 January 2003***

***by***

***Ms Lona Thomas  
Registered Inspector***

***Date: 17 March 2003***

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the National Curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

### **The school and its priorities**

The school is situated in the village of Llanfynydd in the county of Carmarthenshire and serves the village and surrounding areas. It is a voluntary Church in Wales school that serves pupils from four to 11 years. During the inspection, there were 29 full-time pupils on roll. They are organised into two classes, one for pupils aged four to seven years and the other for pupils aged seven to 11 years. Numbers have fallen slightly since the last inspection in January 1997. According to the school, all the pupils come from an area that is neither prosperous nor economically disadvantaged. The school receives pupils that represent the whole ability range. Twenty eight per cent of the pupils come from homes where Welsh is the predominant language. No pupil is registered as eligible to receive free school meals. Twelve pupils are identified as having special educational needs (SEN) under the new Code of Practice (10 are on School Action and two are on School Action Plus). No pupil is the subject of a statement of SEN.

The school's aims include:

- to create a close, happy and warm family atmosphere that will enable the staff and children to develop their full potential in all aspects of school life;
- to help pupils to develop fully their linguistic, mathematical, scientific, physical and practical skills;
- provide equality of opportunity for everyone to develop their full potential academically and socially;
- to help pupils to develop into responsible and mature members of society while practising self-discipline as they work and play;
- to enable pupils to be truly bilingual by the end of Key Stage 2 (KS2).

## 2. MAIN FINDINGS

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

The headteacher and class teacher are both new in post since September 2002. Both have made a good start in their new careers and their contributions are already greatly valued by parents and pupils. They have succeeded in establishing a very positive ethos for learning, within a warm and friendly family atmosphere.

- The general provision for the under-fives is unsatisfactory. They share a confined class space with pupils in Key Stage 1 (KS1) and there is insufficient space to provide an appropriate range of practical activities to meet their needs fully. In addition, they do not have appropriate support during some activities when the teacher is unavailable. Despite this, the curriculum provided for them is satisfactory and generally meets the requirements as outlined in the Desirable Outcomes document.

- Standards in the six areas of learning are as follows:

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

- In KS1 and KS2, pupils' standards of achievement in the various National Curriculum (NC) subjects are as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
Welsh	Satisfactory	Satisfactory
English	Not applicable	Good
Mathematics	Good	Satisfactory
Science	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Satisfactory	Satisfactory
Music	No lessons observed	Satisfactory
Physical education	Good	No lessons observed

Religious education was inspected by an inspector designated by the Church in Wales educational director.

- Standards were at least satisfactory in all lessons seen and, in 61 per cent, they were good.
- In the KS2 NC test assessments in 2002 pupils scored above the national average in the combined score for English, Welsh (first language), mathematics and science.
- The under-fives make satisfactory progress in using the early skills of literacy and numeracy across the curriculum. They demonstrate good control of the computer mouse. In KS1, pupils achieve good standards in listening and satisfactory standards in speaking, reading and writing in Welsh. In KS2, standards of literacy are good in English and satisfactory in Welsh. Standards in numeracy are good in both key stages. In both key stages, standards in the use of information and communications technology (ICT) across the curriculum are satisfactory.
- Pupils' social and cultural development is good and their moral development is very good. The school is a warm and caring place within which pupils feel a strong sense of community. Older pupils take great care of younger colleagues and all show respect for adults and for school and other property. The school meets the statutory requirements to provide a daily act of worship and religious education.
- Behaviour and attitudes amongst pupils are very good. The pupils' courteous and respectful behaviour makes a positive contribution to the quality of the learning environment. They display very good attitudes to their work.

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- Attendance rates are good, showing an average attendance rate of over 95 per cent for the three terms prior to the inspection. Pupils' attendance over the period of the inspection was very close to 100 per cent.
  - The quality of teaching is predominantly good. In the lessons observed across the school, the teaching was good in 67 per cent and satisfactory in the remainder (33 per cent). The good teaching is characterised by high expectations, good subject knowledge and suitably differentiated activities planned to meet the needs of pupils of different ages and abilities. The main shortcomings noted in the satisfactory lessons are that aims of lessons are not always clear and shared with pupils and there is an overuse of worksheets that limit opportunities for pupils to respond personally and in their own words.
  - The quality of assessment, recording and reporting is satisfactory. Teachers, generally, have a good knowledge of pupils' abilities and differentiate tasks accordingly. However, opportunities to assess pupils in relation to lesson objectives and class activities are sometimes missed. The school has not yet established a structure to set individual short-term targets for all pupils.
  - The school curriculum for KS1 and KS2 pupils is balanced, coherent and of good quality. It meets the requirements of the NC and religious education. Every pupil is fully included in all aspects of school life and work. The curriculum is enriched by a variety of extra-curricular activities, visits to places outside the school and by visitors who come to the school.
  - The quality of the support and guidance given to pupils is good. The school is a safe and caring community and suitable attention is given to pupils' health and safety. Pupils' personal and social development is effectively promoted.
  - The provision for pupils with SEN is satisfactory. Pupils with SEN receive support appropriate to their needs and are fully integrated in the life and work of the school. They make satisfactory progress towards the targets set.
  - The parents' contribution to school life is good and links with the community are good. Links with other institutions are satisfactory and the partnership with industry is generally unsatisfactory.
  - The governors play a prominent part in the life of the school and members are knowledgeable about school matters. The budget is managed effectively but not all the key issues noted in the last inspection report have been addressed successfully.
  - The quality of self-evaluation and planning for improvement is satisfactory with good features. Much has been done by the headteacher in the short time she has been in the school. A realistic and manageable timetable has been established for evaluating all subjects and aspects of school life. Monitoring reports have already been completed in several areas.
  - Staffing and resources are good and the accommodation is satisfactory overall. Standards of maintenance and cleanliness throughout the premises and accommodation are very good.

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

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

Despite the unsatisfactory nature of the provision, children under five make satisfactory progress and achieve satisfactory standards in the six areas of learning.

- In KS1 and KS2, standards achieved by pupils were good in 61 per cent of the sessions observed and were satisfactory in the remainder (39 per cent).
- In KS1, standards are good in mathematics, science, design and technology, information technology, history, geography and physical education. Standards are satisfactory in Welsh and art. No lessons were observed in music and therefore no judgement can be made.
- In KS2, standards are good in English, science, design and technology, information technology, history and geography. They are satisfactory in Welsh, mathematics, art and music. No lessons in physical education were observed and therefore a judgement on standards cannot be made.
- In the 2002 NC assessment tests, the school's results were above the national average for KS2 in Wales in English, mathematics and science.

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

Standards of achievement are satisfactory overall.

- Within the range of activities based on the six areas of learning in the Desirable Outcomes, pupils under five make satisfactory progress in the early skills of literacy and numeracy. They demonstrate good control of the computer mouse.
- Pupils achieve satisfactory standards in the skills of speaking, reading and writing in Welsh across the curriculum. They achieve good standards in their listening skills in Welsh. In English, pupils achieve good standards in the development of the key skills of listening, speaking, reading and writing across the curriculum.
- Pupils across the school listen attentively, answer questions and offer relevant comments. However, most of their contributions, particularly in Welsh, are usually short. Contributions that develop a point of view and show the ability to reason are few.
- Pupils read at a satisfactory level in Welsh for pleasure and, to a lesser extent, for information. In English, they read to a good level and are confident in seeking information from reference books and the Internet.
- Pupils' writing skills in recording work across subjects in both languages is generally satisfactory. However, too much time is spent on filling in gaps in worksheet activities and, as a result, extended writing for a variety of purposes is limited.
- The pupils, generally, are developing good standards of numeracy skills and this supports their ability to handle numbers in various contexts across the curriculum. They measure accurately in science and design and technology, they use their understanding of shape and symmetry in art and they understand simple co-ordinates when locating places on maps in geography.
- Pupils use ICT skills with increasing confidence and skill to support work in various subjects by seeking and recording information, to compose and edit written work and to

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enhance their presentation. They use a range of software to consolidate their work across subjects. Standards in both key stages are satisfactory with good features.

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

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

Pupils' social and cultural development is good and their moral development is very good.

- The school is a happy community with a warm and caring family atmosphere. The sound principles and values listed in the school's aims are implemented daily. Pupils' spiritual, moral, social and cultural development is an integral part of the school curriculum. Pupils respond positively to the provision offered to them.
- Morning services contribute well to pupils' spiritual development. Daily assemblies of collective worship are held at the school. Whole-school assemblies give pupils meaningful opportunities to enact Biblical stories, to discuss issues that are relevant to their moral and spiritual development and to sing and pray. Teachers contribute effectively to ensure that assemblies become relevant to pupils' increasing understanding of the world they live in.
- Pupils know the difference between right and wrong and show great respect towards property and towards other people. During playtimes, older pupils are mindful of their younger colleagues and show care and protection towards them.
- Pupils respond very well to adults. They welcome visitors and are open and very courteous to them. Relationships within the school are very good.
- Pupils have a good sense of community. They are able to talk at length about the village and the surrounding area and older pupils have an increasing understanding of Llanfynydd's location on the linguistic and cultural map of Wales. Pupils who move to the area quickly develop a sense of belonging and affinity with their new home and school.
- Supporting various charities such as Children in Need and Noah's Ark promotes pupils' awareness of those who are less fortunate than they are.
- The school provides weekly opportunities for pupils to participate in Urdd activities that include circus skills and art and craft work.
- Older pupils in KS2 are given appropriate roles of responsibility which they approach conscientiously and sensibly.

### **4.2 Behaviour and Attitudes**

Pupils' behaviour and attitudes are very good.

- The school fosters a warm and caring family atmosphere. High expectations regarding behaviour and attitude are evident in both classes. Very good relationships between teachers and pupils are a strong feature of the school.
- A system to promote and recognise positive attitudes and effort has been established. This further underlines expectations by rewarding acts of kindness, consideration and endeavour.

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- The pupils' courteous and respectful behaviour makes a positive contribution to the quality of life in the school and the learning environment. This is supported by the view of parents as expressed in the pre-inspection meeting and questionnaires.
  - During lesson time, pupils are attentive and responsive. They respect class rules and conventions. Group activities give pupils opportunities to co-operate and support each other well. Pupils' behaviour has a positive effect on their learning and affords teachers and other adults the opportunity to sustain mature dialogue during lessons.
  - Pupils express a disapproval of bullying and maintain a great deal of self-control at all times.

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### **4.3 Attendance**

Attendance rates are good.

- Attendance rates for the three terms prior to the inspection show an average attendance rate of just over 95 per cent.
- The monitoring system for attendance is good and parents co-operate well.
- Registers are kept correctly and in accordance with statutory requirements.
- Pupils are punctual at the start of the school day and for lessons. Teachers ensure that lessons start on time.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching was good in 67 per cent of the lessons and satisfactory in the remaining 33 per cent.

- The teachers' knowledge and understanding of the subjects they teach is good.
- As a result of the very good relationships that exist between teachers and pupils, a successful working ethos has been created in both classrooms within which pupils strive to give of their best at all times.
- Teaching is good when expectations are high, teachers' presentations are interesting and stimulating and pupils are encouraged to discuss and evaluate their work.
- In the good lessons, teachers plan and organise the work effectively to ensure that tasks match closely the needs of pupils of different ages and abilities.
- In the satisfactory lessons, the aims of the lessons have insufficient focus and are not shared with pupils. There is an overuse of worksheets that limit opportunities for pupils to respond personally and in their own words.

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

The quality of assessment, recording and reporting is satisfactory.

- The school has an assessment policy that sets out guidelines and specific strategies for assessment.
- The school has established an assessment structure aimed at gleaning and managing information regarding pupils' achievements and attainment in all subject areas. Although at an early stage of development, the new structure is beginning to have a positive effect.
- Children under five are assessed within a specified period of time after they have started school in accordance with local education authority guidelines. The baseline assessment is used as a starting point for pupils' individual profiles that develop into full records of their progress throughout the school.
- Teachers, generally, have a good knowledge of pupils' abilities and differentiate tasks accordingly. However, opportunities to assess pupils in relation to the stated lesson objective and class activities are not noted in teachers' planning. This results, at times, in missed opportunities to match the work to suit individual needs.

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- In Welsh, English and mathematics, standardised tests are used to measure pupils' attainment and progress in relation to national benchmarks. The data are used well to identify pupils' placement on a learning continuum. Reading records are also kept on a regular basis and these record pupils' development and experiences in reading.
  - Records of achievement files are kept for each pupil. They include information on general progress, examples of tests taken mainly in the core subjects and pieces of work relevant to the progress being made by each individual. Examples of assessed work are kept in pupils' individual profiles. These are not always dated, and often do not contain detailed comments on the context of the task or level achieved.
  - Individual quantitative targets in the four core subjects are set for pupils in Year (Y) 1 and Y5 in relation to the expected levels to be achieved at the end of the respective key stages. The school has not yet established a structure to set individual short-term targets for all pupils.
  - Pupils' work is marked regularly and, in many instances, constructive feedback is given to pupils in order to improve the quality of their work.
  - Annual reports to parents give comments on work undertaken in all subject areas and on general attitude towards work. Reports also include, to a lesser extent, comments relating to pupils' strengths and weaknesses regarding skills, knowledge and understanding. Reports do not include sufficient detail on the areas of further development for pupils.
  - Parents are invited to the school regularly to discuss their children's work. At the end of the summer term, they are given the opportunity to respond and to discuss the yearly report.
  - An assessment timetable has been established to monitor success criteria in subject areas across the school. This structure is presently at an early stage of development.

### **5.3 Curriculum**

The curriculum provided is balanced, coherent and of good quality. It meets the requirements of the NC and religious education.

- Despite the unsatisfactory provision, the curriculum provided for children under five is satisfactory and meets the requirements of the six areas of learning as outlined in the Desirable Outcomes document.
- Appropriate experiences are provided for pupils with SEN. Suitable activities and tasks are planned that meet their individual needs.
- Detailed, supportive policy documents and schemes of work have been prepared in all subjects of the curriculum. They offer teachers effective guidance.
- Most of the curriculum is delivered through a two-year cycle of themes and, in addition, specific units of work ensure full coverage of all subjects. The detailed nature of the planning ensures that the work is continuously and progressively developed.
- The curriculum is taught through the medium of Welsh for the under-fives and in KS1; English is introduced in Y3. Throughout KS2, similar use is made of both languages as teaching mediums.
- The homework policy is approved by most parents and is effective in supporting pupils' learning.

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- Personal health and social education is successfully taught within a number of subjects, for example, science and language.
  - Arrangements for social inclusion are good. Pupils who enter the school are unable to speak Welsh and those with SEN are fully integrated in all school activities.
  - The pupils have many extra-curricular experiences such as performing in concerts, visiting places of interest such as St Fagans and Castell Henllys and welcoming visitors to the school. A weekly Urdd club is available for pupils from Y2 upwards and 20 pupils attend on a regular basis.
  - The *Cwricwlwm Cymreig* is included in aspects of teachers' planning and in pupils' learning experiences.

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

Support and guidance is good.

- The school has an appropriate range of policies that set clear and concise guidelines, including those for the administration of medicine and for promoting racial equality and equal opportunities.
- The school's policy for child protection conforms to statutory requirements. The headteacher is the co-ordinator and information regarding child protection issues is disseminated to all members of staff.
- The designated teacher for first aid has relevant qualifications.
- Arrangements for contacting parents during the school day are good.
- Teachers and support staff know the pupils well. Pupils, in turn, feel at ease with the adults and are confident in seeking support and guidance from them.
- Clear guidance is generally given to support staff in relation to pupils' class work. However, the additional support provided for pupils under five is unsatisfactory as the classroom assistant does not have appropriate training for the age group.
- Arrangements regarding health and safety and pupils' welfare are effective and appropriate attention is given to health and sex education within the curriculum.
- Pupils feel secure in the school's caring environment. All members of staff handle pupils' needs sensitively and supervision is appropriate during break and lunch times.

#### **5.5 Provision for Pupils with SEN**

The overall provision for pupils with SEN is satisfactory.

- The school meets the requirements of the new Code of Practice appropriately offering all pupils equal access to the NC and religious education. Pupils with SEN are well integrated in all aspects of school life.
- There are 12 pupils on the SEN register, 10 are on School Action and two are on School Action Plus. Additional specialist help has not been available to them until this term. A peripatetic teacher for SEN now provides support for half a day each week. As each pupil has only received one lesson of support, no assessment can be made about the efficacy of the provision.

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- Within the class situation, differentiated tasks are planned for the pupils. In general, the tasks are matched appropriately to the needs of pupils and they make satisfactory progress and achieve satisfactory standards in relation to the tasks set.
  - Individual education plans (IEPs) have a satisfactory format; the targets for improvement are clear, realistic and consistently reviewed. Parents are kept fully informed in the process.

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

The partnership with parents, community and other schools is good and the partnership with other institutions is satisfactory.

- The caring atmosphere of the school contributes well to the link between home and school.
- The information contained in the School Handbook is of good quality and contains appropriate information for both existing and prospective parents. Additional information is provided through regular letters about school activities. Parents appreciate the regular information provided by the school.
- The content of the home/school agreement is included in the School Handbook and has been signed by most parents.
- There is an active Parent/Teacher Association that raises money to buy additional resources for the school.
- The school has very good links with the community. Pupils take part in a number of community activities organised by the Young Farmer's Club, the two chapels and the church. They have planted flower bulbs in the village, collected spent printer cartridges for recycling and helped with decorating and singing around the village Christmas tree. Funds have been raised locally to purchase story sacks for younger pupils.
- The school has good liaison arrangements with other schools and institutions. It takes advantage of joining other schools within the cluster for outdoor sports activities and it shares a bus with another school for swimming activities.
- Good links have been established with the local secondary school whereby reciprocal visits are made in the summer term to ease the process of transition for Y6 pupils.
- Good links have also been established with the local *cylch meithrin* that meets in the school.
- School life is enriched by educational visits and the Urdd group is an important feature of school life.
- Pupils learn about the needs of others who are less fortunate than themselves through raising funds for charities such as 'Noah's Ark and 'Children in Need'.
- The school has no involvement with any Initial Teacher Training establishment.

## **5.7 Partnership with Industry**

The school's partnership with industry is unsatisfactory but there are recent signs that the school is beginning to develop some interesting and relevant links.

- Links have been formed with two local hostelrys and the village shop and all have made donations to support the work of the school.
- There are no connections with Education Business Partnership and, as a result, staff have not had experience of different workplaces. However, strategies for addressing this are included in the present school development plan (SDP).
- Older pupils have benefited educationally from a small entrepreneurial project, involving a visit to a supermarket in Carmarthen, and culminating in making a selection of fruit cocktails that were sold for profit.

## **6. MANAGEMENT**

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

The quality of self-evaluation and planning for improvement is satisfactory with some good features.

- A comprehensive self-evaluation document has been produced that is closely on Estyn guidelines. This document, created mainly by the headteacher, is an honest and accurate appraisal of the school's strengths and weaknesses. It is a document that sets the school within a developmental context. The document does not yet include the critical views of governors, pupils, parents and outside agencies.
- A realistic and manageable timetable has been established for evaluating all subjects and aspects of school life. Much has been done in the first term the headteacher has been at the school. Monitoring reports have been completed, noting strengths and weaknesses, in such areas as attendance, SEN, assessment and a number of subject areas. These are valuable records that set recommendations for school development planning.
- The school has a clear policy on monitoring and evaluating that states many intentions that have yet to be realised. The policy though, outlines action, that if implemented and maintained, will have a direct effect on standards at the school.
- The SDP is a useful document that identifies appropriate and clear priorities and strategies for achieving them. The plan also includes quantitative targets in relation to pupil performance. The main focus of the document is on improving standards. It sets a clear and defined path to follow. However the document does not include sufficient detail of how additional funding is to be used to best effect.

### **6.2 Leadership and Efficiency**

The headteacher and class teacher are both new in post and have one term's experience only in the school. Both have made a good start in their new posts and their contributions are already valued and appreciated by parents and pupils.

- The two teachers have worked well together as a team to ensure that the school's documentation is updated and that it provides suitable guidance to ensure continuity and progression in pupils' learning.
- They have succeeded in creating a very positive ethos for learning within a warm, friendly, family atmosphere.
- The governors play a prominent part in the life of the school and members are knowledgeable and very supportive about school matters. Governors have a particular

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responsibility for a subject area and this assists them in having an overview of standards achieved by pupils. Not all the key issues identified in the last inspection report have been successfully resolved. All statutory requirements are met.

- The budget is managed effectively and expenditure is linked appropriately to priorities listed in the SDP. Financial resources are efficiently managed.
- The day-to-day administration of the school is good.

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

Staffing and resources are good and the accommodation is satisfactory overall.

- The headteacher has a 0.9 teaching commitment and is supported ably by a 0.1 teacher who has responsibility for delivering English, art and design and technology in KS2. The school also benefits from the support of the *athrawon bro* and peripatetic music services. The school has recently employed a 0.1 support for SEN.
- A classroom assistant is employed for 27.5 hours to work mainly with the under-fives and pupils with SEN.
- Curriculum responsibilities are shared equally between the two full-time members of staff. Staff expertise is shared in the teaching of science, music and history and this enables both teachers to work across the key stages.
- All school staff have job descriptions which state their responsibilities and duties.
- Staff undertake an appropriate level of in-service training courses arranged to support their professional needs and development. The classroom assistant, however, has not undertaken appropriate training in providing support for the under-fives. The KS1 teacher is also involved in a programme initiated for newly qualified teachers.
- Both full-time teachers work well as a team and demonstrate strong commitment to the school.
- The school environment is orderly and functional. Classroom displays include a balance of pupils' work and input from staff linked to work undertaken within the class. Pupils are able to talk about the displays and take great pride in showing their contributions.
- The quality and range of subject resources are generally good. They are used extensively to support the curriculum and are easily accessible to staff and pupils.
- The site and location of the school are very pleasant with an imaginatively marked playground. The recent extension to the play area provides the pupils with adequate space for their outdoor needs.
- In general, the school building is maintained to a good condition. It provides adequate space for the delivery of most subjects. The school hall is used for many purposes and in general meets these needs satisfactorily. Space within it is, however, restricted for physical education activities.
- Another restriction within the building is the lack of adequate space for appropriate practical activities for the under-fives.

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## 7. SUBJECTS AND AREAS OF LEARNING

### Standards achieved by pupils

#### Provision for the under-fives

The general provision for the under-fives is unsatisfactory. The five reception children share a class area with pupils from KS1 and space within the classroom is very restricted for purposeful and relevant practical activities to be organised for them. The support they receive away from the teacher is unsatisfactory as the classroom assistant does not have the necessary training to work with the under-fives. However, as a result of some of the good quality learning activities provided for them by the teacher, the children make satisfactory progress towards the Desirable Outcomes for Children's Learning and achieve satisfactory standards overall.

#### Good features

- In the development of their **language and literacy and communication skills**, the children achieve satisfactory standards. They listen intently to stories and instructions and most are beginning to communicate effectively with the teacher and each other. Three can write their name, form letters correctly and recognise each other's name.
- Satisfactory progress is made in **personal and social development**. Most of the children can share and play together effectively and they display some independence. They are responsible for their own hygiene and most can dress and undress independently.
- The children's **mathematical development** is satisfactory. Two are confident with numbers to 20 and the remainder recognise and understand numbers to 10. Most know the names and properties of simple 2-D shapes and some can recognise a cube and sphere. They handle money appropriately when engaged in role-play. They establish an awareness of simple concepts relating to capacity when playing with sand and water.
- Development in **knowledge and understanding of the world** is satisfactory. They are able to describe some of the features of the village such as church, shop, river and houses. They are developing confidence in using positional language when placing Teddy on and around a chair. They show dexterity when using the mouse to construct pictures and to write and print their names on the computer.
- **Creative development** is satisfactory. The children mix paints to create pictures of the world around them. They sing a number of nursery rhymes energetically and show suitable awareness of simple rhythm and a steady beat. They role-play realistically when dressing up and playing in the hospital corner.
- **Physical development** is satisfactory. Children handle writing implements and small equipment needed to play table games appropriately. They throw and catch small and large balls with increasing dexterity.

#### Shortcomings

- The children's physical development and, to some extent, their creative development are inhibited by lack of space within the building. There is little provision for developing physical skills on large apparatus.

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- Opportunities to make choices within the classroom are limited, as space makes it difficult to offer a range of appropriate activities.
  - The children's all-round development is stultified during some activities as a result of unsatisfactory adult interaction; this restricts the children's levels of awareness in the tasks undertaken and their linguistic competence.

## **Welsh**

The overall standards achieved by pupils in both key stages are satisfactory.

### **Good features**

- In both classes, pupils listen attentively during class discussions, to instructions and when listening to stories or taped music. Given that 72 per cent of pupils are from English speaking homes, their understanding of spoken Welsh develops effectively and consistently across both key stages.
- In Y2, pupils talk eagerly about their experiences and interests. Despite some having a limited range of vocabulary and sentence structures, they manage to make satisfactory contributions to class discussions and in response to teacher questions. A minority offers good additional comments and detail.
- By the end of KS2, pupils take part confidently in class and group discussions and most can express their thoughts and opinions in language appropriate to the occasion.
- The reading skills of the majority of pupils in KS1 are developing satisfactorily and they are eager to read. Most read correctly, albeit rather mechanically, correcting themselves and building words by using their knowledge of phonics. They have an increasing awareness of the difference between fact and fiction. They can talk about characters and events quite well and the more able can make sensible predictions about how events are likely to unfold within a story.
- In KS2, the development of fluency and interest in reading continues with the majority achieving at least satisfactory standards. Most are eager to read at home and at school. They make satisfactory use of reference books when looking for information.
- Pupils' work is generally well presented.

### **Shortcomings**

- Many pupils do not have a wide enough range of vocabulary to be able to communicate fluently and effectively in the language.
- Pupils in KS2 do not have a wide knowledge of authors and literature in the Welsh language. This is because they do not read as widely in Welsh as they do in English.
- There are no examples of extended pieces of writing across the key stages.
- Older pupils do not use idioms, adverbs and adjectives effectively to add interest and scope to their writing.

## **English**

Standards of achievement are good in KS2. English is introduced to pupils in Y3 but as most speak English at home and all have had contact with the language through radio and

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television, the vast majority, for whom it is a second language, do not find the transition difficult.

### **Good features**

- Pupils display very good listening skills; they listen attentively and with interest to their teacher and to each other. Most respond confidently and at length, drawing on a good range of vocabulary. All are ready to express their views and opinions during class discussions and some contributions from older and more able pupils are very mature and perceptive.
- The vast majority of pupils are reading at levels that are at least appropriate to their age and ability and a significant proportion of older pupils are fluent, confident readers who are able to discuss a range of literature and give reasons for their author preferences. Most can find information from books and the Internet quickly and correctly.
- Within the confines of worksheet activities, pupils write paragraphs for different purposes. They express opinions, describe features of the village and of life in Celtic times and they write imaginatively. Pupils achieve satisfactory standards in the work. In response to studying a poem, 'The Loner', most pupils displayed a good grasp of writing in verse form. Two pupils from Y6 achieved very good standards.
- Most pupils have a good awareness of the difference between narrative and dialogue. Older pupils and some younger ones use punctuation correctly. The presentation skills of most are good.

### **Shortcomings**

- As a result of the restrictive nature of the worksheet activities undertaken, most pupils do not write at sufficient length and for a suitable range of purposes and audience. Their written contributions are generally short and lacking in imagination and originality.

## **Mathematics**

Standards of achievement are good in KS1 and are satisfactory overall with some with good features in KS2.

### **Good features**

- In KS1, pupils have an increasing understanding of place value. They are able to name and identify numbers confidently up to 100. They are able to count forward and back using a different sequence of numbers. Their understanding of number bonds up to 20 is sound. They are able to recognise and name many regular 2-D and 3-D shapes. Pupils in Y2 are able to describe the properties of 2-D shapes confidently and are able to explain the difference between a square and a rectangle. Year 2 pupils are also able to halve and double numbers accurately.
- They are able to recognise and add simple sums of money correctly and give change. Pupils have a good understanding of time. They are able to tell the time correctly to hourly and half-hourly intervals and this is extended in Y2 to quarter-hourly intervals. Year 2 pupils understand which units of measurement are best for measuring different lengths. All KS1 pupils show a developing ability to measure a range of objects accurately.
- Pupils are confident in the use of ICT equipment to extend and support their mathematical skills and knowledge.

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- In KS2, pupils have quick recall of table facts. They are also confident in using these facts to work out mental multiplication sums involving two and sometimes three-digit numbers. They are able to double and halve numbers many times over. At the end of the key stage, they have a sound understanding of decimal fractions and are able to convert simple fractions into their decimal equivalents.
  - Most KS2 pupils have a secure understanding of place value. Older pupils understand that negative numbers are used to measure temperature and are able to read scales accurately.
  - Pupils in KS2 are able to estimate accurately when given sums involving two sets of two-digit numbers. They are also confident in selecting the appropriate units to measure length, mass, and time accurately.

### **Shortcomings**

- In KS2, pupils' ability to apply mathematics to practical contexts and to present information and results in a clear and organised way is underdeveloped.
- Pupils in KS2 do not understand in sufficient detail the use of mode and median when handling data.
- Pupils do not use mathematical language confidently in either key stage.

### **Science**

Standards of achievement are good in both KS1 and KS2.

#### **Good features**

- Key Stage 1 pupils have a good knowledge and understanding of the natural world that surrounds them. They are able to talk about the interdependence of different animals and plants on each other. They are also able to relate this knowledge to their own experiences.
- They carry out investigations to discover which material is natural and which is man-made. They are able to name a range of common materials and know some of their properties. They are able to sort these into groups, describe them and use terms such as hard or soft according to their attributes.
- Pupils in Y2 are able to investigate which material is most suitable for making a carrier bag. They are also able to sort materials that are magnetic or non-magnetic based on their experiences in classroom activities. Year 2 pupils attempt to draw general conclusions, based on this knowledge and experience. They respond to suggestions and offer their own ideas on various investigations.
- Key Stage 1 pupils have a good understanding of the senses and how they are able to define the world around them. They can sort different things according to taste, touch, sound and smell.
- Most understand the water cycle in some detail and are able to explain how water evaporates and forms clouds.
- Key Stage 2 pupils understand and are able to describe the characteristics of a fair test. They understand the importance of varying one factor whilst keeping others constant. They can explain why tests need to be repeated to ensure accuracy.
- Pupils have a good understanding of food chains and can relate this knowledge to the local environment and natural surroundings. They understand what a producer is, and

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how the destruction of habitats can have an adverse effect on elements twice removed in the food cycle.

- Pupils in Y6 have a good understanding of the conduction and insulation of heat and electricity. They can describe in detail experiments undertaken to determine which materials are the best insulators of heat. They also understand that heat can be reflected.
- Pupils in Y5 and Y6 can describe groups of rocks on the basis of appearance and texture. They can also describe soils on the basis of particle size and permeability
- Key Stage 2 pupils have a good knowledge of the function of teeth and the importance of caring for them. They are able to name the different types of teeth and their use for breaking up food into digestible pieces.

### **Shortcomings**

- Pupils in KS2 do not use a range of methods to record and present information.

## **Design and technology**

Standards of achievement are good in both key stages.

### **Good features**

- In KS1, pupils are able to design and make quite sophisticated desk tidies based on research as to their potential use. Their making skills are developed well through practical experiences. Pupils also considered the best kind of material for the tidies and evaluated their finished outcomes. In discussion, they can talk about the refinements needed to improve the usage and practicality of the desk tidy. They are also aware of the need to address the aesthetic nature of completed outcomes.
- They have presented simple ideas to prepare sandwiches and demonstrate proficiency in marking, cutting and shaping materials.
- They evaluate their products effectively on work sheets and suggest ways to make further improvements.
- Key Stage 2 pupils are able to discuss their ideas clearly for designing a gift pack. Finished articles show that pupils have considered the suitability of the material they used in terms of appearance and practicality. They have evaluated their work and appropriate comments have been appended. They show the ability to refine their outcomes in the light of lessons learnt.
- Pupils make confident use of a full range of techniques, processes and resources when designing and making. They have a good understanding of structures and how they can be modified in terms of strength.

### **Shortcomings**

- Pupils' control skills at KS2 are not developed sufficiently.

## **Information technology**

Standards of achievement are good in both key stages.

### **Good features**

- In KS1, pupils' information technology skills are developing well. The younger pupils are able to use the keyboard confidently and can control the mouse to perform different

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functions. They use a wide range of appropriate programs to support their work in language, mathematics and art. They are able to use various shapes to create simple pictures, changing the colour and size of the objects.

- Pupils in Y2 show an increasing ability to manage their work files. They are able to save and retrieve data and can manipulate text by changing size, colour and font.
- In KS2, pupils' word processing skills are developed effectively. They are able to vary the colour, size and form of the font to refine and improve their presentations. They are also able to insert clipart into presentations.
- Pupils in Y3 and Y4 can use a database program to prepare a graph based on their research of the pupils teeth in KS2.
- Pupils across the key stage make appropriate use of the Internet and CD-ROMs to investigate and collect information relevant to many curriculum areas. Pupils have the necessary skills and knowledge to conduct sophisticated searches of web-sites to retrieve information for their history work.
- Most show an increasing ability to manage files effectively, storing and retrieving information on their own personal floppy disk.

### **Shortcomings**

- There are no significant shortcomings.

### **History**

Standards of achievement are good in both key stages.

- Pupils in KS1 have a good idea of past and present. Effective use is made of historical stories to foster their awareness of the past. Pupils empathise well with a child working in the mines and are able to compare and contrast in simple terms the quality of life now in contrast to then.
- Pupils in KS2 have a good recall of previous work done on the Victorians. As part of a recent study of the local area, pupils in KS2 make good use of historical sources such as the school log books to find information about the school and local events that happened in the past. They can compare school life then and now and can offer sensible and often perceptive ideas undertaken on the Celts.
- Pupils make effective use of a visit to St Fagans to extend their awareness of a number of elements related to the everyday life of families in this early period.
- Following from their present topic on the Celts, pupils display good knowledge and understanding of aspects of Celtic life and they can describe clearly the construction of Celtic houses and their situation in the community. The good provision of a variety of artefacts from the Celtic period enables pupils to talk knowledgeably about life in Celtic times. They show good understanding of the importance of the situation of a hill fort.
- Pupils' sense of chronology is developing well and they know that the Romans followed the Celts and that the Victorians lived many centuries later.

### **Shortcomings**

- There are no significant shortcomings.

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## **Geography**

Standards of achievement are good in both key stages.

### **Good features**

- In both key stages, pupils develop an appropriate geographical vocabulary.
- Pupils in KS1 are aware of the effects of the weather on life in general.
- Pupils in Y2 are able to name some of the main physical and human features of the area.
- Pupils in both key stages are developing a sound understanding of places and directions in their local area.
- Pupils in KS2 are able to use maps and plans of different scales and are able to interpret symbols and keys correctly. They can locate various places of interest in their studies on a map of Wales and on a globe.
- They can calculate grid references to locate various places on a map. They can measure straight lines to calculate distance and the length of journeys between various cities in the British Isles.
- Pupils in KS2 display good knowledge and understanding of different places and can refer to similarities and differences between them. They are able to make effective comparisons between the geographical patterns of Wales and of Eritrea in Africa.

### **Shortcomings**

- Older pupils' knowledge and understanding of a contrasting community in Wales or in another part of the European Union are underdeveloped.

## **Art**

Standards of achievement are satisfactory in both key stages.

### **Good features**

- Pupils in KS1 and KS2 are able to mix colours and practise various methods of painting. They select and use appropriate brush widths to produce landscape watercolours.
- In both key stages, they produce observational drawings of a range of objects. Pupils in Y3 and Y4 show a satisfactory appreciation and awareness of tone and line when producing portrait drawings.
- Pupils in both key stages use sketchbooks to refine and improve their drawings. Much of the work is of a good standard.
- Older pupils are able to talk knowledgeably about their work and give reasons why they like certain paintings or drawings more than others.

### **Shortcomings**

- Pupils' knowledge of famous artists, including those from Wales, is very limited.
- Pupils do not have sufficient experience of 3-D work and their investigating skills are underdeveloped.

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## **Music**

Standards of achievement are satisfactory in KS2. No lessons were observed in KS1 and therefore no judgements relating to standards can be made.

### **Good features**

- Most pupils in KS2 are learning to play a musical instrument and, in so doing, are becoming competent readers of simple annotated scores. They rehearse conscientiously to try to improve their playing skills.
- In a class lesson, pupils demonstrated good skills when asked to evaluate a famous piece of music. They offered sensible and imaginative ideas and used a satisfactory musical vocabulary.
- Most are developing satisfactory composition skills. They display a growing understanding of the concepts of matching words to music and of variances in rhythm, tempo and style within graphic scores.
- Pupils sing with gusto and obvious enjoyment and know a good repertoire of songs and hymns in both English and Welsh.

### **Shortcomings**

- Although pupils obviously enjoy singing, their renditions are not always tuneful.
- They are unable to sing in harmony and to sustain a descant.

## **Physical education**

Standards of achievement are good in KS1. No KS2 physical education lessons were observed during the inspection and therefore no judgement can be made on standards of achievement.

The school offers a varied physical education programme that meets NC requirements. Pupils are given the opportunity to take part in different sports and competitions.

### **Good features**

- Key Stage 1 pupils use space well to practise movement and to warm-up the body. They show good ability and control when using gymnastic apparatus and they take some responsibility for taking it out and putting it away. They adhere well to safety factors.
- Pupils listen attentively and respond appropriately to instructions. They can refine their movements in the light of suggestions made by their peers and the teacher.
- They are able to transfer weight from their feet to their hands, to balance using different parts of their bodies on the floor and on equipment. They use apparatus confidently while showing an awareness of health and safety aspects.
- Pupils in KS2 are provided with a satisfactory range of sporting activities. They have weekly swimming lessons. They also have an annual opportunity to visit a residential outdoor pursuit activity centre where they are given opportunities to orienteer, abseil and take part in numerous sea-based activities, such as canoeing.
- They also take part in competitive games and have competed in Urdd tournaments in both football and rugby. Evidence provided by the school indicates that pupils achieve satisfactory standards in these activities.

### **Shortcomings**

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- There are no significant shortcomings in the work seen in KS1.

**Religious Education** was inspected by an inspector designated by the Church in Wales educational director.

## **8. SCHOOL IMPROVEMENT**

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

The last inspection was held in January 1997. The report notes the following issues for action:

- seek higher standards in aspects within subjects such as reading and writing in Welsh in KS2 and writing across the curriculum in KS1;
- consider how to ensure effective use of both languages when planning and presenting the curriculum in KS2 to promote the bilingual policy of the school;
- extend the provision for children under five by offering more opportunities for practical activities and imaginative play;
- review and adapt aspects of NC study programmes for pupils with SEN while they are undertaking mainstream work;
- complete subject schemes of work according to the timetable in the SDP;
- provide indoor toilets which has been identified as a priority in the SDP.

There remains work to be done on three out of the six key issues identified in the last report.

- Standards in writing in Welsh across both key stages are judged to be satisfactory; there remains work to be done to seek higher standards across the school.
- Strategies such as teaching certain subjects through either English or Welsh are being tried in KS2 with a certain measure of success. Overall standards remain, however, higher in English than they are in Welsh.
- The provision for practical activities and imaginative play remains unsatisfactory for children under five.
- Satisfactory provision is now made for pupils with SEN while they are undertaking mainstream work.
- Schemes of work have been completed (since the present headteacher was appointed) for all subjects.
- Indoor toilets have now been provided and they are clean and well maintained.

### **8.2 Key Issues for Action**

- improve the provision for the under-fives by offering more opportunities for practical activities and imaginative play;
- provide appropriate guidance and training for the classroom assistant to improve her expertise in supporting children under five and those with SEN;
- improve writing standards in both languages across the school;

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- ensure that there are clear aims to lessons and that these are shared with and understood by pupils;
  - discriminate more carefully in the use of worksheets across the curriculum.

## APPENDIX

### A. Basic Information About the School

Name of School	Llanfynydd Voluntary Aided School
School type	Primary
Age-range of pupils	4-11
Address of school	Llanfynydd Carmarthen
Post-Code	SA32 7TQ
Telephone Number	01558 668476

Headteacher	Ms Indeg Evans
Date of appointment	2 September 2002
Chair of Governors	Rev Phillip Johnes
Registered Inspector	Ms Lona Thomas
Dates of inspection	13-15 January 2003

### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	5	4	7	4	2	2	5	29

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.1

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	15.5:1
Average class size, excluding nursery and special classes	15.5
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>			
	KS1	KS2	Whole school
Term 1	96.4	96.27	96.3
Term 2	94.7	96.29	96.0
Term 3	94.1	93.35	94.0

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

## C. Results of National Curriculum Assessments and Public Examinations

### END OF KEY STAGE 1: 2002

<b>National Curriculum Assessment KS1 Results: 2002</b>	Number of pupils in Y2: 4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.	

### END OF KEY STAGE 2: 2002

<b>National Curriculum Assessment KS2 Results: 2002</b>	Number of pupils in Y6: 7
As the number of pupils eligible for assessment at the end of Key Stage 2 was greater than four but fewer than 10, overall performance indicators only are included.	

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
<b>by Teacher Assessment</b>		<b>by Test</b>	
In the school	100	In the school	100
In Wales	68	In Wales	68

## D. The Evidence Base of the Inspection

The school was inspected over a period of two and a half days by a team of two professional inspectors and one lay inspector. During that period:

- 18 lessons were observed;
- pupils' work was discussed with the pupils and teachers;
- a sample of pupils' across the school were heard reading;
- examples of pupils' work completed during the term and the two preceding terms were examined;
- all school documentation, including the SDP, was studied in detail;
- attendance registers and pupils' assessment records were examined;
- the school's budget was scrutinised;
- inspectors were present during collective worship;
- a parents' meeting was arranged and attended by eight parents and 14 questionnaires were returned;
- two formal meetings were held with the governing body.

## E. Composition and Responsibilities of the Inspection Team

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Ms L Thomas	RgI	Provision for the under-fives Context Main findings Standards achieved in subjects and areas of learning Teaching Curriculum Provision for pupils with SEN Leadership and efficiency Progress since the last inspection Key issues for action	Welsh English history geography music
Mr A Evans	Team	Pupils' spiritual, moral, social and cultural development Behaviour and attitudes Support, guidance and pupils' welfare Self-evaluation Staffing, accommodation and learning resources	mathematics science design and technology information technology art physical education
Mr T Evans	Lay	Attendance Partnership with parents and community, schools and other institutions Partnership with industry	

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