

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

***LLANGADOG PRIMARY SCHOOL
LLANGADOG
CARMARTHENSHIRE***

School Number: 669-2080

Date of Inspection: 7-9 October 2002

by

***Mr Robert Jones
Registered Inspector***

Date: 9 December 2002

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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

Ysgol Gynradd Llangadog is situated within the heart of the Tywi Valley and serves a wide area which includes not only the village itself but also the communities of Bethlehem, Gwynfe, Llanddeusant and Myddfai. A considerable number of the pupils are transported to school by bus. The school catchment area is described as one that is neither prosperous nor economically disadvantaged. Six per cent of the pupils are entitled to free school meals.

The school provides for pupils between three and 11 years old. There are 85 children on the register and they are organised in four mixed classes. Year 5 and Y6 are combined within one class, Y3 and Y4 within another class and there is one Key Stage (KS) 1 class, namely Y1 and Y2. There is also an early years class which includes 16 reception children and one nursery child. There are a total of 23 pupils on the Special Educational Needs (SEN) register including one with a statement of SEN. Only 30 per cent of the children come from homes where the Welsh language is the main language of communication.

One of the aims of the school is to make all children aware of their Welsh identity and to give them an education which is relevant to the experience of the children in the community. Its priorities for the present year, as noted in the School Development Plan (SDP), includes raising oral, reading and writing standards of the pupils in English and to improve standards in mental arithmetic.

2. MAIN FINDINGS

THE MAIN FINDINGS OF THE REPORT

- The educational provision for children under five years of age is appropriate and promotes the desirable outcomes for learning. The standards of achievement within the six teaching areas are as follows:-

Personal and Social Development	Satisfactory
Development of Language and Literacy	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Satisfactory
Physical Development	Good
Creative Development	Good

- The standards are very good in 19 per cent of the work in the lessons observed; they are good in 58 per cent and satisfactory in 23 per cent. The standards in all subjects of the National Curriculum (NC) and religious education in KS1 and Key Stage 2 (KS2) are as follows:

Subject	KS1	KS2
Welsh	Good	Good
English	-	Good
Mathematics	Good	Good
Science	Good	Good
Design and Technology	Very Good	Very Good
Information Technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Good
Art	Good	Good
Music	Very Good	Very Good
Physical Education	Good	Satisfactory
Religious Education	Satisfactory	Satisfactory

- The pupils with SEN make progress according to their ability and the standards of achievement are good.
- The standards of achievements of pupils in the key skills across the curriculum are generally satisfactory. Children under five
- make good progress in applying their early literacy and numeracy skills across the six learning areas. In KS1 and KS2 standards are good in speaking and listening. Reading standards are good but writing standards are unsatisfactory. The standards in numeracy and information and communication technology (ICT) are satisfactory.

THE ETHOS OF THE SCHOOL

- The spiritual development of pupils is satisfactory. The moral and cultural development is good and social development is very good. Staff promote good moral values and standards throughout the school and the pupils respond very well. The pupils have a strong sense of right and wrong and they show respect towards each other and their environment. The pupils are encouraged to be courteous from the reception class upwards and they are very supportive of each other. They are willing to converse quite openly with strangers and are courteous but friendly.
- The pupils' behaviour and attitude toward learning are good. The school is a happy, caring and organised community. High standards from the point of view of behaviour are expected from the pupils and they respond well to the firm and fair standards demanded by the staff.
- Attendance throughout the school is satisfactory but the system for monitoring and improving attendance is not wholly satisfactory. The majority of pupils arrive at school promptly at the beginning of the school day and to lessons.

QUALITY OF EDUCATION

- The quality of the teaching was very good in 27 per cent of the lessons observed, good in 33 per cent, satisfactory in 37 per cent and unsatisfactory in three per cent. A great deal of good practice is evident within the school which could be disseminated to all teachers.

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- The curriculum provided for the pupils is appropriate, broad and balanced and meets the requirements of the NC and religious education. The quality of assessment and recording and reporting to parents is also good.
 - The quality of the support and guidance given to the pupils is constantly good throughout the school and the staff operate conscientiously and effectively in providing for their welfare. The back of the school which leads to the infant play area, is very open to the community and puts additional strain on the care staff. All staff at the school know their pupils well, they are aware of their various backgrounds and deal with any problems which arise in a sensitive and wise manner.
 - The provision for pupils with SEN is good. Each pupil is assessed every year by using standard tests and difficulties are recognised early. The SEN Co-ordinator (SENCo) manages SEN effectively in co-operation with the headteacher and the day-to-day arrangements are good.
 - The relationship of the school with the parents and community is good as well as the relationship with other schools and institutions. The Parent Teachers' Association (PTA) is very active; it arranges a variety of social events and makes an important financial contribution to the school. The school contributes a great deal to the life of the community by supporting a range of social, cultural and charitable activities in the school village and in the surrounding villages whose children attend the school.

MANAGEMENT

- The headteacher provides good leadership; she provides a clear direction and purpose to the work of the school. There is a positive ethos within the school and a warm friendly, family atmosphere. The governors are very supportive of the headteacher and the teachers. The quality of self appraisal is generally good. The school has a commitment to the process of self evaluation and several sources are used to collect data regarding the life of the school. The staffing provision, accommodation, classrooms and teaching resources are good.

SCHOOL IMPROVEMENT

- The school has made good progress generally in response to the key points made in the last inspection report. The progress seen in information technology is limited but good progress was made in improving the fluency of SEN pupils in reading Welsh. The progress made by the school towards developing strategies to improve and increase the pupils' linguistic resources was mixed; standards in listening, speaking and reading are good in both languages. However, they do not make adequate use of the writing skills which are evident in the language lessons. There are now useful guidelines in the language work scheme regarding English spelling and the school has made good progress in improving the quality of assessment throughout the school. It took sensible steps to relocate equipment in the hall in order to ensure the safety of the pupils during physical education lessons and also to solve problems regarding the space requirements of the headteacher and the teachers. The SDP was implemented effectively and by now, the quality of teaching and assessment is good, and standards of achievement have improved during the period since the last inspection. The SDP is now a structured and practical document which contains targets for a period of three years together with priorities for the current year.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement in general are good. The standards are very good in 19 per cent of the work in the lessons observed, they are good in 58 per cent and satisfactory in 23 per cent.

- The standards of achievement of children under five years of age are good in language development and literacy, mathematical development, physical development and creative development. The standards are satisfactory in personal and social development and knowledge and understanding of the world.
- Pupils with SEN make progress according to their ability and the attainment standards are good.
- In KS1, the standards of achievement are very good in design and technology and music. The standards are good in Welsh, mathematics, science, geography, art and physical education. The standards are satisfactory in information technology, history and religious education.
- In KS2, standards of achievement are very good in design and technology and music. The standards are good in Welsh, English, mathematics, science and art. The standards are satisfactory in information technology, history, geography, physical education and religious education.
- In the NC Assessment Tests in 2002, the KS2 results were lower than the national average (2001) in all subjects. The results over the last four years show that standards are improving.

3.2 Standards Achieved in Key Skills across the Curriculum

The standard of achievement of pupils in the key skills across the curriculum are generally satisfactory.

- Children under five years of age make good progress when applying their early literacy and numeracy skills across the six learning areas.
- In KS1 and KS2 standards are good in speaking. The pupils contribute confidently to small group discussions and also to class discussions. They also contribute confidently to the morning assemblies.
- Standards are good in listening. Pupils listen attentively, to teachers and fellow pupils, in class sessions or as part of a group and respond appropriately.
- Reading standards are good. The pupils use a range of books, including reference books appropriately. Key Stage 2 pupils can use the library to search for information and their higher learning skills are developing satisfactorily.
- Standards of writing are unsatisfactory. The pupils do not make adequate use of their writing skills, which becomes evident in language lessons across the curriculum and often their extended writing is restricted by the over-use of work-sheets.
- Standards in numeracy are satisfactory. The pupils apply their knowledge well in design and technology to measure sizes of materials.

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- Standards in ICT are satisfactory. The pupils use information technology equipment and software fairly effectively to support their work across the curriculum especially in language and numeracy.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The spiritual development of the pupils is satisfactory. The moral and cultural development is good and social development is very good.

- The school satisfies the statutory requirements regarding collective worship. The pupils' behaviour is appropriate during the collective worship periods and the pupils learn to show respect and courtesy.
- The pupils respond well to the periods of collective worship and Christian values are evident in the morning service. Despite this, the pupils are not always given the opportunity to reflect on the main messages of the worship.
- The staff promote good moral values and standards throughout the school. The pupils understand what is expected of them from the point of view of behaviour and moral standards and they respond very well.
- The pupils have a strong sense of right and wrong and show respect towards each other and to their environment. They share work and resources easily, and are ready to take turns and to co-operate well.
- The pupils are encouraged to be courteous from the reception class upwards; they are supportive of each other and the pupils with SEN integrate easily into all activities.
- They are ready to talk quite openly to strangers, they are courteous but friendly, and benefit from social experiences such as having visitors, such as well-known literary figures to instruct them.
- The pupils undertake responsibilities throughout the school, such as the school council in a mature way. The senior pupils look after pupils that are younger than themselves and contribute effectively to the caring ethos of the school community.
- They are given many suitable opportunities in religious education, art and music to learn about other religions, cultures and traditions and they show respect towards these. They look forward eagerly to welcoming a teacher from Japan.
- They are given ample opportunities to contribute to charities and to help others who are less fortunate than themselves.

4.2 Behaviour and Attitudes

The pupils' behaviour and attitudes toward learning are good.

- The school is a happy, caring and organised community. High expectations are set regarding pupils' behaviour and they respond well to the firm and fair standards laid down by the staff.
- The pupils are industrious during lessons and listen well.

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- Pupils show respect towards each other and their relationships with adults are positive. As a result, a purposeful environment exists within the school and the pupils trust their teachers.
 - The policies on discipline and bullying are clear and the parents are confident that the school acts without delay to solve any problems regarding behaviour.
 - Each child is given fair play and the school promotes learning and understanding of various cultures and deals with issues relating to racism in a positive way.
 - No pupil has been excluded from the school during the last year.
 - There is a strong community identity within the school, which has a positive effect on the progress of the pupils and on the good standards that they achieve.
 - The older children look after the younger children within the school and this strengthens the family atmosphere which prevails.

4.3 Attendance

Attendance throughout the school is satisfactory.

- The average attendance for the whole year from the summer term of 2001 until the end of the spring term 2002 was 94.2 per cent.
- The system for monitoring and improving attendance is not totally satisfactory.
- The school has a school/home agreement which works well. The school has a caring atmosphere and this contributes to the effectiveness of the relationship between the home and the school.
- The school is supported by the Local Education Authority (LEA) together with the Welfare Service Officer, but rarely, if at all, does the need arise to call on the services of this particular officer.
- During the inspection week, the majority of the pupils came to school promptly at the beginning of the school day and to lessons.
- The standard of complying with the requirements of National Assembly for Wales Circular 3/99 is satisfactory.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 27 per cent of the lessons observed, good in 33 per cent, satisfactory in 37 per cent and unsatisfactory in three per cent. A great deal of good practice is evident within the school which could be shared with all the teachers.

When the teaching is good:

- Teachers have a sound knowledge of their subject;
- The sessions are well structured;
- Teachers make good use of language and are a fine example to the pupils. They use a wide range of questioning techniques effectively;
- Sessions are conducted at a good pace and the pupils' attention is kept constantly;

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- The work is appropriate to the ability of the pupils;
 - A good range of effective teaching techniques are used.

On occasions when there are weaknesses in the teaching:

- The sessions have not been adequately planned, the teaching aims are not stated and key teaching points are unclear;
- The activities lack confidence and the pupils are not adequately extended;
- The tempo of teaching is slow.

5.2 Assessment, Recording and Reporting

The quality of the assessment, recording and reporting to parents is good.

- The assessment policy, which indicates clear procedures, has been adopted by the staff and the governors.
- They use the information to track progress, to find trends and to keep an eye on the progress of boys and girls across the curriculum.
- The foundation assessment for children under five years of age within the school provides early and useful information about individual pupils. The teachers use this information to plan relevant experiences and to find pupils with SEN. They use the assessment to refer teachers when planning future work.
- Assessment records are used to provide an opinion on the progress of pupils during different stages. Portfolios of pupils' annotated work are kept to enable teachers to identify at what levels the pupils are working. Samples of work kept are useful to pupils and to parents, as a guide to monitor progress and to earmark areas for development.
- Pupils contribute to the talk on attainment, and record their targets and observations in Record and Assessment Books and in Personal Books.
- Parents are invited to attend parents' evenings once a term, where they discuss the children's work with their class teacher.
- The pupils' work is marked regularly, very often in their presence, and the teachers keep records of reading experiences. Written observations are given on the work of the pupils, with some constructive comments for improvement.
- The annual written report to parents conforms with the statutory requirement. A specific time is allocated to parents to see teachers in order to discuss the progress of the pupils, and they consider that the provision is good.
- The school has started the task of analysing results and is co-operating with secondary schools to deal with the underachievement of boys in general. Despite this, no evidence of the analysis is kept which could be used to support the school targets and to predict results over a period of time, so that the school can keep a closer check on trends.

5.3 Curriculum

The curriculum provided for the pupils is appropriate, broad and balanced and meets the requirements of the NC and religious education.

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- There are detailed policies and work schemes for each subject and all subjects of the NC and religious education are taught for appropriate periods.
 - The curriculum for children under five is satisfactory and promotes Desirable Outcomes.
 - There is a relevant policy for personal and social education and it is implemented effectively across the curriculum.
 - Pupils with SEN are supported constantly and the quality of the provision is good. The NC is adapted for one pupil.
 - The curriculum is enriched by a variety of visits to interesting places outside school and by visitors who come into school to contribute to the pupils' education.
 - Each pupil is given the opportunity to learn to play an instrument. At present, pupils have lessons on the trumpet, clarinet, flute, guitar, violin, cello, saxophone and there is also an opportunity for them to learn to play the harp.
 - The curriculum is socially inclusive and each pupil is given access to the full curriculum.
 - There is a good range of extra-curricular activities such as sport, art, and Urdd activities, and each pupil is given the opportunity to spend time at residential camps. These enhance the co-operation and communication skills of the pupils who attend them.
 - The school has been awarded the Quality Standard Mark of the Basic Skills Agency.

5.4 Support, Guidance and Pupils' Welfare

The quality of the support and guidance given to pupils is constantly good across the school and the staff work conscientiously and effectively to look after their welfare.

- All the staff at the school know their pupils well, they are aware of their varying backgrounds and deal with any problems which arise in a sensitive and wise manner.
- The school has effective procedures for the induction of new children and children from ethnic and multicultural backgrounds. The pupils of the school show care and tolerance towards others and welcome people from other cultures into the school.
- The pupils feel at home in the school; they trust the staff and find it easy to turn to them for support and guidance.
- The relationship between pupil and teacher, and between pupils is considerate and friendly.
- The school has a comprehensive policy regarding the protection of pupils. The staff are aware of their responsibilities and the policy is effectively implemented.
- The school has clear and firm policies and procedures to promote welfare, and the health and safety of the pupils. The staff have appropriate measures to respond to any aggressive behaviour or bullying.
- There are locks on the school doors and pupils are not allowed to be out on the school grounds without having an adult with them. Despite this, the back of the school, which leads to the infants' play area, is very open to the community and places additional strain on the care staff.
- Fire drills are held regularly and the fire equipment is inspected annually.

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- In general the support and educational leadership provided by the school ensures that the pupils make progress according to their age, their ability and their linguistic background.
 - A policy and work scheme for personal and social education is integrated into the study areas of different subjects. There are appropriate arrangements regarding sex education.

5.5 Provision for Pupils with SEN

The provision for pupils with SEN is good.

- The daily provision for SEN is good. Each child is assessed every year through the use of standard tests. Difficulties are found early on, and at present there are 23 pupils on the register, including one with a statement.
- The SENCo manages SEN effectively in co-operation with the headteacher and the day to day arrangements are good.
- A support teacher, who visits the school for five hours a week, works closely with the teachers and the SENCo. The school partly employs two learning support assistants to support the teaching of pupils in the early years, KS1 and KS2.
- The policy for SEN is clear and concise. It includes a section on inclusion, and descriptions of the role of the SENCo, the class teachers, the support teacher, the governing body and the parents. The school meets the requirements of the new SEN Code of Practice.
- The individual work programmes are implemented for each pupil on the register. These are appropriate from the point of view of detail and are reviewed every term. Parents are fully consulted and are involved in each decision.
- Pupils with learning difficulties are effectively supported within the classroom by providing work which is appropriate to the ability and needs of the individual. Good support is given by the two assistants when pupils are taken out of their classes to work in small groups.
- The attitude of pupils with SEN towards learning and their behaviour in class is good. They make good progress. The curriculum is adapted for one pupil.
- The school has responded positively to criticism in the last report and it now has a specific policy for gifted and talented pupils. The policy includes easy to follow criteria for language and mathematics and a number of learning and teaching methods are noted for gifted children.
- A register is kept of “more able” and “gifted” pupils and this is updated by the headteacher.
- The school has good links with external agencies and good relationships are being established with the local high schools to ensure smooth transition from Y6 to Y7 for children with SEN.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school’s relationship with the parents and community is good, as is the relationship with schools and other institutions.

- The quality of the information about the school provided to parents is satisfactory.

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- The contribution of parents to the life of the school is very good. The PTA is very active and arranges a variety of social activities and makes an important financial contribution to the school.
 - The contribution that the school's links with parents and the community makes to the general development and the pupils' standard of attainment is very good. Pupils are given a range of experiences which includes visits to interesting places in the area, and further afield, and this enriches the development of the Cwricwlwm Cymreig.
 - The quality of the arrangements made for linking with schools and other institutions is good.
 - A bridging scheme is implemented between KS2 and KS3 when visits are arranged for pupils in Y6 to the area's secondary schools.
 - The relationship with institutions providing initial training for teachers is good. Students are accepted from two training institutions together with students from a further education college.
 - The school contributes a great deal to the life of the community by supporting a range of social, cultural and charitable activities in the village where the school is located and the surrounding villages which feed children into the school. Thanksgiving services and concerts are held, sometimes jointly with other organisations, and parents and residents of the area are invited to these. The school takes part in a variety of activities and money has been raised for a number of local and national charities.
 - The school has a good link with the local community newspaper.
 - A woman from Japan will be coming into the school later on this year and this is already extending the horizons of the pupils as they prepare for her visit.

5.7 Partnership with Industry

The school's policy and strategies for education relating to work is good.

- The effectiveness of the school's policy and strategies for education relating to work and their effect on the quality of the provision is good.
- Teachers have attended a number of courses in order to extend their knowledge about the world of business and trade and more have been arranged for the near future.
- Good relationships have been established with the Education Business Partnership (EBP), careers companies and the local support agencies. The headteacher and the deputy in turn, for instance, have attended a series of management courses arranged by EBP.
- Standards of achievement are enriched by links with a number of local businesses. For instance, following a visit to a worm farm, members of the company visited the school to give pupils advice on establishing their own farms. The event was a great success and the pupils learned a lot about non-vertebrate creatures.
- The pupils consulted with another company to design a shelter for their new garden. The pupils were responsible for making the decision regarding the site, preparing the ground, including holes for the poles, and for putting other things in place. The children benefited immensely from this experience.
- Recently, Y6 pupils won a competition involved with running a business which included designing and making items for sale and working out the costs and profit.

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- Experiences such as visits to local workplaces enrich the understanding of the pupils of the world and requirements of the work-place.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of the self evaluation is generally good.

- The school has a commitment to the process of self appraisal and several sources are used to collect data regarding the life of the school.
- The results of the school in the NC assessment tests are analysed over a period of four years, and any lack of consistency is noted; for instance, the difference between the results of the boys and the girls. Standards have risen over this period with the exception of one year when there was a large number of pupils on the SEN register; and this was reflected in the results. The school compares its performance with local and national results but does not yet use benchmarking information effectively.
- The school monitors each subject in turn and this is reflected in the SDP.
- The headteacher and the staff monitor targets in the SDP regularly, although there are no formal minutes of the discussions. The headteacher provides information in her termly reports to the board of governors regarding the progress made.
- The school implements a policy noting its approach to the assessment of the quality of learning, standards of achievement, teachers' planning, targets for individual pupils and targets in the SDP.
- The headteacher, who has been recently appointed, has made an evaluation of the work of the school noting her priorities in the short, medium and long term. She has also evaluated progress made by the school to implement the last post-inspection plan, and has noted some difficulties.
- The headteacher has received training for the LEA's scheme which notes criteria for evaluating schools. It was decided to adopt this scheme in order to facilitate the process of self evaluation of the school but it has not yet been established.

6.2 Leadership and Efficiency

The leadership and efficiency of the school are good.

- The headteacher gives good leadership; she gives a clear direction and purpose to the work of the school. There is a positive ethos within the school and a warm, friendly, family atmosphere.
- The governors are very supportive of the headteacher and the teachers. Recently individuals were appointed to take charge of all the NC subjects and two share responsibility for SEN.
- The governing body play an active role in financial management and ensure value for money. The school budget is healthy and is managed effectively; an appropriate sum was brought forward from the previous year.

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- A financial audit was conducted recently and it was found that the school's arrangements were good. Some weaknesses were noted but the school has responded positively to all the recommendations.
 - The headteacher and the staff discuss the requirements of the school, and the headteacher, then plans the SDP. The SDP is a structured and practical document which includes the aims and objectives of the school. It contains targets for a period of three years together with priorities for the current year.
 - Each member of staff has a job description noting his role within the management of the school and the teachers have produced policies in subjects for which they have responsibility. They also monitor the pupils' standards of achievement and the provision throughout the school.
 - Staff meetings are held about once a week and they are appropriately minuted.
 - The routine administration work and day-to-day arrangements are effective and the teaching time, the staff expertise, the accommodation and resources available are all used effectively.

6.3 Staffing, Accommodation and Learning Resources

The provision regarding staffing, accommodation, classrooms and learning resources are good.

- The school has an appropriate number of experienced teachers, with good qualifications, who are deployed effectively. There is no full-time nursery nurse working in the reception class and this limits practical activities.
- There is some specialist teaching, for instance in mathematics, physical education and music across the key stages; this has a very positive effect on the standards of achievement in music and is beginning to have the same effect in the other subjects.
- The knowledge and expertise gained by staff through in-service training (INSET) is effectively conveyed to other teachers, and improves their skills and knowledge. At present the teachers attend courses to improve their knowledge and skills in information technology.
- The teachers and the support staff adhere strictly to their individual job descriptions.
- The extent and quality of the teaching resources is good across all curriculum areas. They are effectively stored, clearly labelled and are within easy reach. They are used very effectively.
- The building is adequate for the number of pupils and good use is made of all the space available. Large resources are kept with the dining tables in the hall; space is limited but is used effectively.
- Very good use is made of displays of pupils' work to promote ideas, to acknowledge achievement and to create a light and colourful environment.
- The school grounds are very tidy and the use made of the land to support the curriculum and outdoor activities is good. The school has a worm farm to promote the scientific knowledge of the children, and a leisure area for the children to sit and enjoy the scenery and the wildlife around them.

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- Part of the school ground has been allocated to the younger children at the school, and a soft surface has been applied. The school has bought a number of large toys, and continues to improve the teaching and playing facilities.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is appropriate and promotes the desirable outcomes for children's learning successfully.

- Four-year-old children attend the school full-time and are taught within the reception Class. A nursery assistant works within the class part-time, and assists the teachers by supervising small groups of children.
- The children are confident in moving around the classroom and selecting activities, resources and materials. They are always tidy and co-operate well with other adults and children.
- The standards achieved in language, literacy and communication skills, mathematical development, physical development and creative development are good. The standards achieved in personal and social development and knowledge and understanding of the world are satisfactory.

Good features

Language, Literacy And Communication Skills

- Early reading and writing skills are well developed. The children see and use books and other forms of writing frequently. They are given good guidance in reading and early writing skills.
- The younger four-year-olds can identify sounds and letters, they can name words and arrange objects according to initial sounds. They sit quietly and listen carefully and respond confidently to questions relating to the stories. They understand that words and pictures have meaning. The children can converse, although they are not all fluent in Welsh, and they can discuss the main characters in books, using simple terms. They form letters carefully by underwriting and copying, and work well with paint and sand.
- Four-year-old children can recall work and can identify sounds well. They form their letters correctly and enjoy discussing books. The children respond to stories and rhymes and choose sentences to match a subject. They are beginning to build sentences and attempt to write words and sentences independently.

Personal And Social Development

- The younger children play well together and enjoy role-play activities, where they develop effective relationships with adults and peers. They show enthusiasm to explore new learning and are beginning to discuss ideas and to solve problems.

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- Four year old children work well as part of a group, or independently. They can concentrate and persevere in their learning, asking for help when required.
 - The children are sensitive to the needs of others and respond positively to a range of experiences. They express feeling and behave well, take turns and share fairly.
 - They learn that everyone is different and learn how to deal with these differences in a tolerant manner.

Mathematical Development

- Nursery children arrange objects according to size, colour and shape. They count confidently to five and ten and explain how many objects they can see. The children can recall rhymes and songs relating to numeracy. They enjoy working on simple counting games and can do practical work to practice their counting and subtraction skills by role playing in the shop.
- They are aware of shapes and are beginning to learn their names. The children are also developing a good vocabulary to compare objects according to size and shape, and they can find them in the environment.
- Four-year-old children can count backwards and forwards up to ten, and up to twenty at least before the end of the reception year. They can count backwards and forwards from a specific number.
- Four-year-old children can describe 2-D and 3-D shapes and can identify them, they can identify simple characteristics, they can pair, match, sort and arrange them in order and follow patterns. They can link shapes with everyday objects and objects within the environment.
- The older children understand the concept of more/less, adding/subtracting, less numerous, lighter and heavier. They use ICT knowledge to develop number skills, and to arrange objects according to shape, pattern and colour, and to draw pictograms and simple graphs. They show good control of the mouse and have a practical knowledge of how to move objects on the screen.

Knowledge And Understanding Of The World

- All the children have developed basic investigative skills satisfactorily.
- Nursery children can name young animals and talk about pictures in a big book. They understand that different materials have different strength and purpose, and they are familiar with objects and places in every-day life. They contribute towards role playing and take the role of the person looking after animals and they work with living things.
- They take part in practical activities and show care and increasing control. The children draw simple conclusions and ask appropriate questions. They can sort objects according to simple characteristics; they can sort objects into sets and match familiar objects in a sensible manner.
- The children know the importance of places and know the value of the support provided by the ambulance service and the postman. They understand the importance of cleanliness and care of the body. They can give simple names to parts of the body and can compare themselves with other living things.
- They can follow simple paths and instructions and can discuss the use made of buildings and land within the local environment.

Physical Development

- The nursery children move with confidence and imagination and have increasing control and co-ordination. They use a variety of large and small equipment carefully, and show progress in balance and control. They use climbing equipment very effectively.
- Four-year-old children show good control when tracing and cutting out shapes, using large and small equipment, and when climbing and balancing. They are beginning to respond to suggestions relating to dance, can emulate movement and enjoy role playing and drama.

Creative Development

- The children make good progress in creative work, and show a good range of techniques and a wide range of skills.
- The nursery children produce pictures, and can control a brush and pencils effectively. They use paint and glue with care and express their ideas and feelings through art. The children work with flexible materials and create simple shapes on paper, in sand and in clay.
- Four-year-old children express their ideas through painting, drawing and modelling.

Shortcomings

- The children do not develop their speaking adequately when comparing different people and objects and in expressing their feelings in discussions.
- The pupils do not speak freely and are too dependent on the teacher's questioning.
- The new resources in the outdoor area to promote the physical development of the children are not used to maximum effect.

Welsh

Standards of achievement are good in KS1 and KS2.

Good features

- The pupils' learning skills are well developed across both key stages. The pupils listen attentively to the teachers, and to each other's points of view in discussion, and the majority respond appropriately.
- The pupils' reading skills are developing well in KS1. The pupils enjoy books and are anxious to read big books with their teachers. Some read fluently and with enthusiasm. They read with good expression and use a variety of strategies to read new words, such as phonic information and syllable division skills.
- They talk about characters and events fairly fluently, and give good reasons for liking a story or a character. They make simple predictions and read suitably challenging books.
- In KS2, the development of fluency and interest in reading continues, and the majority are successful readers. The pupils speak fluently about the books that they have read and can name the author and express their opinions sensibly when discussing characters, the content and events in the book.
- They use books confidently to do investigative work, and use an index and a list of vocabulary sensibly. They also make use of their ability and literary understanding to appreciate poems.

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- Satisfactory progress is made in KS1 pupils' written work. They learn how to write for different purposes, they learn to spell increasingly correctly, and punctuate regularly. Their letters are clear and well formed. A few of the older pupils can write more independently and can produce interesting stories and sentences.
 - Key Stage 2 pupils write for different purposes and adapt their style to suit the task. They write letters, dialogue, adverts, invitations, instructions, newspaper reports, diaries, notes and in a number of other styles.
 - The older pupils use good structure and make increasing use of skills such as persuasive language when writing letters, and descriptive language when writing stories. They become more aware of the importance of writing in paragraphs, punctuation and correct spelling and how to develop their expression when moving through the second key stage.
 - The handwriting of most of the pupils is well formed and neat and they make every attempt to produce well presented work.
 - The pupils cope well with work at word and sentence level and use new vocabulary in extended writing. They use idioms, similes and metaphors to express themselves and to improve the style and content of their work.

Shortcomings

- The ability of pupils to work independently on written work in KS1 is inadequate at present. A number are too dependent on vocabulary and patterns written on the white board.
- Their knowledge of Welsh authors and Welsh literature outside the school curriculum is limited.

English

Standards of achievement in KS2 are good.

Good features

- The pupils' listening skills are well developed across the key stage. The pupils listen attentively to the teachers and to the opinion of others during discussions and respond effectively to instructions. Pupils' oracy is good. Pupils talk confidently in groups and also with individuals, and express themselves clearly and in language which is appropriate to the occasion. They are anxious to talk to visitors and show a great deal of interest in them and in what they have to say. Older pupils express their opinions effectively across the curriculum.
- The reading skills of the vast majority of pupils are good. The pupils enjoy books, are anxious to read and the majority are successful readers. The pupils read a wide range of reading material, fluently and correctly. They read independently and with expression. They can discuss what they read intelligently; they follow the plot of a story or a novel, they know the characters well and describe them effectively. They can name a number of authors and choose their favourite books giving reasons for their choice. The best pupils can speak fluently about the books they have read and about the characters and main events in the work of their favourite authors. They are anxious to read at home and at school. The pupils are familiar with the system used to catalogue books and can use the library effectively. They use reference books skilfully to look for information.

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- Satisfactory progress is evident in the written work of the pupils across the key stage. They write for different purposes and use a variety of forms which are appropriate for the task. At the beginning of KS2, the best pupils produce good descriptive writing and pieces of lively dialogue. They punctuate correctly on the whole, and use quotation marks correctly. In the middle of the key stage, they write structured letters and effective advertisements which shows an understanding of the genre. Some older pupils display an awareness of paragraphs and use them more often and more effectively. The written work of a number of older pupils is of a good standard. They use adverbs and adjectives in an imaginative way and their stories are interesting and very often exciting. Their stories and reports are well structured and they are beginning to understand the art of writing lively dialogue which captures the attention of the reader. The majority writes neatly and the presentation of the work is good.

Shortcomings

- Spelling mistakes, especially amongst the older pupils, impairs their work.
- The children's ability to redraft their work, in order to refine it, is undeveloped.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils perform the different task relating to number well and learn that there is more than one way of setting out sums, be that in columns or horizontally. The older pupils understand the value of place and use the information confidently for adding and subtraction.
- They can move effortlessly from one type of mathematics to another, and perform a variety of topic and number work.
- They understand concepts such as 'less' and 'more' and they are confident when working with number bonds up to 20. They are beginning to work with sums up to 100, and can add/subtract/multiply and divide increasingly correctly by the end of KS1. They can use symbols in number sentences and understand how to halve numbers and shapes.
- They use coins and learn how to calculate and give correct change.
- They have a good understanding of time and can discuss different times of the day and the week by the end of KS1, and can note what they will be doing at different times.
- They can recognise 2-D and 3-D shapes, they can name them and note their simple characteristics, using the correct mathematical vocabulary. They can note where in the environment these shapes are used.
- They measure using non-standard and metric measures.
- In KS2, the pupils have a developed understanding of the value of place, number patterns and bonds and they use them confidently to solve problems and to manipulate numbers in the thousands.
- They develop mental skills gradually throughout the key stage and learn different calculating strategies. They are beginning to explain their method of working and can justify and check their results more confidently with constant practice.

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- The children understand fractions and can deal with them increasingly correctly and with more complexity by the end of Y6. They understand the relationship between fractions and decimals and percentages and they are working towards improving their ability to convert from one to another.
 - By the end of KS2, the pupils have further developed their knowledge and understanding of 2-D and 3-D shapes, and can describe the features of a good range of shapes correctly.
 - They can estimate measures fairly effectively, can convert from one unit to the other with increasing success, and solve more complex problems, according to their age and mathematical ability.

Shortcomings

- The ability of some of the more able pupils in the two key stages to solve problems and to investigate independently is underdeveloped.
- The pupils do not record their calculating strategies carefully enough on paper, despite the fact that they very often get the answer correct.

Science

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, the pupils show a good understanding of physical processes. They can name a variety of light sources, including natural and artificial ones.
- They can create a simple circuit and understand the function of the necessary components. When investigating, they can predict results sensibly by using their scientific knowledge.
- They have a good knowledge of materials and discuss the use made of these according to their characteristics.
- They can name a number of living and non-living things and describe the conditions necessary for living things to grow and develop. They grow plants from seed and describe the process in detail.
- At the beginning of KS2, the pupils use scientific language correctly, such as negative and positive, to describe how an electrical circuit works. They understand that some materials are conductors and others are insulators.
- They extend their knowledge about materials by learning that heating some of them causes them to change.
- They name parts of the flower and describe how to look after living things, such as a pet like the guinea pig.
- Towards the end of KS2, they develop their knowledge about physical processes further by experimenting with more complex circuits. They describe what happens when adding a battery or by shortening the wire that links the battery to the bulb or the bell. They describe a parallel circuit and draw a diagram using symbols correctly.
- They predict correctly the effect on plants of growing them under different circumstances. They report the investigative work performed by them.

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- They investigate the method in which insoluble solids can be separated from water and describe an experiment to measure how much water is present in different types of soil.
 - They understand that it is possible to reverse some changes, such as dissolving and freezing water. They use the correct scientific vocabulary to describe these processes.

Shortcomings

- The ability of pupils to record their investigative work is underdeveloped, and they do not make enough use of ICT.

Design and technology

Standards of achievement are very good in KS1 and KS2.

Good features

- In both key stages, the pupils work through a process of careful research into products to see how they work and how they have been created. They use purposeful vocabulary to discuss the texture, the feel and the look of products, their strength and their ability to do that which they were designed for.
- In KS1 they spend time creating their own designs, implementing them and then evaluating them verbally.
- In KS1 pupils research mobile toys and observe mechanisms and discuss their texture and the way they have been built. They understand that there is a reason for selecting a special shape or material to make wheels, and how an axle is strengthened.
- At the beginning of KS2, the pupils think of questions when investigating, in order to improve their design. They study different materials to find out how appropriate they are for a specific project. They look at objects already on the market in order to measure their strengths, their weaknesses and in order to consider a method of improving their performance.
- The pupils show the ability to make use of sewing, cooking, construction and control skills carefully, and give appropriate consideration to health and safety. They understand how levers work and can name the fulcrum, the load and the effort and can label different objects.
- They make decisions regarding how to instruct the tortoise robot to move, to change direction, to follow a particular path and to return to its original location.
- At the end of KS2, the pupils question methods of working and build on previous skills in a structured manner, and give consideration to value for money, texture, look, usefulness and flexibility. They use correct terminology when evaluating and explain their method of working and their reasons for making choices. They consider how to make their finished work attractive.
- The pupils won a national award for designing and for building a drawbridge and are successful in a number of competitions held locally.

Shortcomings

- There are no obvious weaknesses.

Information technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In both key stages, the pupils use equipment and software confidently and show that they have good control over the mouse when changing text and the size of the print.
- In KS1, pupils practise an increasing measure of independence.
- They use information technology to support their work in mathematics and make good use of commercial programs.
- The pupils use the mouse confidently and skilfully to move objects on the screen.
- In KS2, the pupils build on previous knowledge, understanding and skills. They can analyse, interpret and check the credibility of information on the computer and select relevant elements for particular purposes. For instance, they look for information on the internet or on CD-ROM to support their investigations in subjects like history.
- They look for information on the web, and then print it out for the rest of the class.
- They use the computer to arrange and to rearrange information on the screen; for instance, they use a word processing programme to present information, and to set it out neatly within borders, and choose pictures to decorate their work using an appropriate programme.
- The pupils are confident with regard to changing the size and colour of letters.

Shortcomings

- Pupils in both key stages do not make adequate use of the computer as a learning tool and to present information across the curriculum and their skills are underdeveloped.
- The pupils' modelling skills are underdeveloped. They do not adequately investigate the effect of varying the variables in simulations and packages such as Logo.
- The older pupils cannot use spreadsheets to store information or to identify patterns.

History

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Key Stage 2 pupils have a good idea of time and make use of terms such as 'a long time ago', 'yesterday' and 'last week'.
- In KS1, pupils have an awareness of the past, and of the fact that life changes from age to age. They compare equipment and artefacts from the past with those used today.
- They can describe in detail toys used by children in Victorian times and compare them with their own favourite toys.
- They have a good knowledge and understanding of history and describe how Gerald the Welshman travelled throughout Wales and wrote about his experiences.
- At the beginning of KS2, the pupils develop their historical knowledge and understanding by studying the Tudors. They know about the battle of Bosworth and of how Henry VII came to power.

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- They have a good knowledge of the life and times of Henry VIII, and the contrast between the living conditions of the poor and the rich; for instance, the types of clothes they had.
 - Pupils at the end of KS2 can identify some differences between the poor and the rich in Victorian times.
 - They have some knowledge of the Second World War and the story of Anne Franks.
 - They can also report on some of the history of the Normans, including the types of castles built by them.

Shortcomings

- The pupils' questioning skills in both key stages are underdeveloped.
- The knowledge that KS1 pupils have about some of the famous people of Wales is insecure.
- The knowledge of some of the KS2 pupils about the periods studied by them is insecure.
- The progress made in historical knowledge by the pupils as they move through KS2 is inadequate.

Geography

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- Key Stage 1 pupils develop their geographical skills well by drawing maps of the classroom, the farm and the village.
- They can discuss the school buildings and locate them on a map of the village.
- They use symbols effectively as part of their study of the weather.
- They are developing an awareness of what is around them in the local area.
- At the beginning of KS2, pupils collect information about the use made of the land in their local area.
- The older children discuss the plans for a bypass and give valid reasons for and against the project.
- They are developing their knowledge about environmental change by taking part in an Eco-Schools Project. They have made a survey of the environment, they have established a committee and targets have been set by them. A discussion was held with parents in order to share ideas and to make decisions. As a result, a recycling system has been established by them.
- A survey of the school grounds was done to identify how it should be improved. It was decided to develop the school yard by designing games which could be painted on it.
- They have a good understanding of maps and symbols.

Shortcomings

- Key Stage 1 pupils do not have the appropriate vocabulary to enable them to discuss the features of the area around them, including the school grounds.

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- Key Stage 1 pupils have no knowledge of a contrasting area.
 - Key Stage 2 pupils are not developing their geographical research skills adequately by asking questions.

Art

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils are developing their knowledge about world famous artists and the painters and craftsmen of Wales, and they respond to the methods and the ideas of people like Albert Durer, Monet and a number of Welsh artists, in a practical way. They are also conducting highly effective work on plates, where the work of sketching their ideas is developed to the point where they create a 3-D plate out of clay.
- The pupils are developing an understanding of line and tone in drawing and attention is given to mixing colours, texture, shape and space. The pupils are experimenting with different styles, a variety of materials, equipment and processes. There are effective samples of printing work, drawing work with charcoal, painting and work on symmetry.
- They are beginning to explore effectively into different types of art, craft and design in the local environment, and of different cultures.
- In KS2, pupils are developing their knowledge and understanding of artists, craftsmen and designers working within a range of media, including examples of the work of artists such as Seurat. They respond well to other people's methods and ideas, and experiment with different styles, techniques and resources.
- Their sketching work shows care and good awareness of shape, form and space. The children can discuss their work using the visual language of line, tone, colour, pattern and texture and can apply them effectively to their own work.
- The pupils experiment with a range of materials, processes and techniques in 2-D and 3-D. They are also given wide-ranging experiences, such as work relating to paper curling.
- They are developing the craft of portrait painting well, especially through their work on the Gwen John picture, by creating pictures of hands motivated by the work of Albert Durer, and when doing batik work, rubbings, printing, marbling and textile work.
- The pupils evaluate, review and adapt their work as appropriate. They meet professional artists to learn about the language and techniques of drawing. This has a good effect on the work of the pupils and encourages them to take care when using their creative skills.

Shortcomings

- There are no significant weaknesses.

Music

Standards of achievement are very good in KS1 and KS2.

Good features

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- Pupils in KS1 learn to control the breath and to create high and low, soft and hard sounds effectively. They can support rhythms well and very effectively, and can experiment with more than one type of beat by using words and percussion instruments.
 - They are learning about the elements of music and their understanding of dynamics is increasing gradually throughout the two key stages. The pupils' ability to sing with expression, to pitch a note correctly and to sustain it are very good.
 - Key Stage 2 pupils control their voices and can use instruments in an artistic manner when performing. They give adequate attention to dynamics and use their imagination when experimenting with sounds, when arranging music when composing, and when performing their own work.
 - They have already won a composing competition, 'Voices of Promise', and were given the opportunity to work with a famous singer in order to improve the quality of the piece and to create a final performance in the correct musical manner. Their skills were extended in the process.
 - They evaluate their work honestly and draw comparisons between their work and the work of other musicians and with music from different cultures and traditions across the worlds, for instance, Japan and Africa.
 - The older children work effectively on sol-fa work, using the Kodally signs.
 - The pupils are very confident when performing in Christmas shows, in the county's instrumental festival, in local concerts and when opening the charring ceremony of the local eisteddfod.

Shortcomings

- There are no significant weaknesses.

Physical Education

The full range of work was not observed but, in the work seen, the standards of achievement were good in KS1 and satisfactory in KS2.

Good features

- In both key stages, the pupils understand the need to warm up before exercise and they understand the importance of safety when working on different activities.
- In KS1, the pupils move about freely in several directions, and make good use of space.
- They are aware of the pupils around them and respect their space and work with them safely. The majority of them show good control of the body and they are beginning to master ball skills, in particular throwing and catching correctly.
- In KS2, the majority of pupils concentrate well during exercise and formal games periods.
- Most of them have good control of their bodies and their movements. They also show good hand eye co-ordination and good co-ordination between feet and eyes. They can pass a ball effectively, in a number of directions, and can aim accurately.
- The majority show good control of the ball and improve their skills through practice.

Shortcomings

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- A small number of KS2 pupils show lack of technique and they do not place enough emphasis on evaluating their performance.
 - Lack of concentration affects the performance of a number of pupils in KS2.

Religious Education

Standards are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils can name their favourite places and say why they are important to them.
- They know about the life of William Morgan and his contribution to religion in Wales and to the Welsh language.
- People know about Louis Braille and his work.
- At the beginning of KS2, pupils know about the customs of the Christian faith, namely baptism, weddings and burials.
- They understand that we are stewards of the world and can refer to the beliefs of the Aborigine and the American Indian.
- Following their visit to the church, the pupils record what they saw there. Some describe the lectern and explain that it takes the shape of an eagle in order to carry the word of God to the four corners of the world.
- The older pupils of KS2 can identify Hinduism symbols and know that Muslims believe that Khalifah protects the earth on behalf of Allah.
- They understand the significance of prayer and write original, individual prayers.
- They understand the need for rules within the home and within society. They can identify with the school rules.

Shortcomings

- The knowledge which pupils in both key skills have about their work is unsure.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

In general the school has made satisfactory progress in responding to the key issues in the last inspection report.

1. Improving Standards in information technology in Y3 and Y4 and extending its use in reception/Y1

The progress seen in information technology is limited and some of the weaknesses noted in the last report persist.

2. Improving the fluency of SEN pupils in reading Welsh

The school has given considerable attention to this matter and good progress has been made. The provision for SEN now is good and the pupils make good progress in reading.

3. Developing strategies to improve and increase the pupils' linguistic resources and their use of them

The progress made by the school to deal with this matter is mixed. Standards of listening, speaking and reading are good in both languages and these skills are used effectively by the pupils across the curriculum. However, standards of writing across the curriculum are unsatisfactory and inappropriate use is made of writing skills, which is evident in their language lesson.

4. Providing guidance in the language work scheme regarding English spelling and developing language in Welsh

There are now useful guidelines in the work schemes. Despite this, the strategies for improving English spelling are not totally effective.

5. Ensuring consistency in assessment in each class and setting tasks for improvement for pupils following the summative termly assessment

The school has made good progress in improving assessment across the school. The procedures are applied in a constant manner and the information gleaned is used to track the progress of the pupils. It is also used to note areas for development and to plan appropriate work for the pupils.

6. Relocating equipment in the hall which could have an effect on safety during physical education lessons

When building a new office above the hall, a storage space was created for tables and equipment underneath it. Although the space is still limited, the teachers take every care when providing lessons in the hall, and the equipment does not now compromise the safety of the pupils.

7. Considering how to solve the space requirements of the headteacher and the teachers

The new office has solved the problem of lack of space for the headteacher and the secretary. The teachers meet in an area which is also used for sessions with SEN pupils. This is not ideal but there is nowhere else in the school that could be adapted.

8. Implementing the evaluation, inspection and reviewing aims stated in the SDP for 1997 with a view to the quality of education, assessment and achievement standards of the pupils

The SDP has been implemented effectively and by now the quality of the education provided is good. The quality of assessment is also good, and the standards of achievement, as reflected in the NC results, have improved during the period since the last inspection.

9. Improving the SDP to explain priorities and to attend to the requirements regarding a long term perspective

The SDP is now a structured and practical document which includes targets for a period of three years as well as priorities for the current year.

8.2 Key Issues for Action

In order to build on its strengths and to ensure further development, the school must:

- raise standards in subjects deemed satisfactory, and deal with weaknesses in certain aspects;

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- raise standards in writing across the curriculum;
 - share the good practice which is evident in the teaching;
 - ensure that there is no access to the infants play area from the school field.

APPENDIX

A. Basic Information About the School

Name of School	Ysgol Gynradd Llangadog
School type	Maintained by the LEA
Age-range of pupils	3-7
Address of school	Llangadog Carmarthenshire
Post-Code	SA19 9HP
Telephone Number	01550 777519

Headteacher	Mrs S E Evans
Date of appointment	12.02.02
Chair of Governors	Mr Gareth Morgan
Registered Inspector	Mr Robert Jones
Dates of inspection	7-9 October 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1	16	11	13	6	11	14	13	85

<i>Number of teachers</i>			
	Full time	Part time	Full time equivalent (fte)
Number of teachers	4	1	4.4

<i>Staffing information</i>	
Pupil : teacher ratio (excluding nursery and special classes)	19:1
Pupil : adult ratio (fte) in nursery classes only	1 :1
Average class size, excluding nursery and special classes	21
Teacher : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2002	93.43	95.5	93.2	94.0
Summer 2001	94.8	93.6	93.6	94.0
Autumn 2001	93.2	96.7	94.7	94.8

<i>Number of pupils excluded during 12 months prior to inspection</i>	0
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: SCHOOL 2002 (NATIONAL 2001)

National Curriculum Assessment KS2 Results: 2002			Total number of Y6 pupils: 12										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	25	17	25	33	0
		National	0	0	0	N	1	1	6	19	48	25	0
	Task/Test	School	25	8	0	0	0	0	0	8	25	34	0
		National	0	2	1	1	N	N	5	14	47	30	N
Welsh	Teacher Assessment	School	0	0	0	0	0	0	0	33	25	42	0
		National	1	0	0	N	0	1	4	24	49	21	0
	Task/Test	School	0	0	0	0	0	0	0	33	25	42	0
		National	1	2	0	1	N	N	3	22	48	23	N
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	8	25	42	25	0
		National	0	0	0	N	0	1	4	20	47	28	0
	Task/Test	School	0	0	0	0	0	0	8	34	50	8	0
		National	0	2	1	1	N	N	4	18	42	32	N
Science	Teacher Assessment	School	0	0	0	0	0	0	8	17	42	33	0
		National	1	0	0	N	0	0	3	15	52	29	0
	Task/Test	School	0	0	0	0	0	0	8	25	42	25	0
		National	0	2	0	1	N	N	2	13	51	31	N

Percentage of pupils attaining at least level 4 in Mathematics, Science and either Welsh (first language) or English			
According to Teacher Assessment		According to Test	
In the school:	58	In the school:	50
In Wales:	68	In Wales:	68

D	Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
A	Pupils who failed to register a level because of absence.
N	Pupils who failed to register a level for reasons other than absence.
B	Not registered for the test because they were working outside the test levels.
W	Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
n	Tests that do not include these levels
n/a	not applicable.

D. The Evidence Base of the Inspection

The inspection team included three inspectors who were present for a total of seven inspection days. During the period:

- pre-inspection meetings were held with the headteacher, teachers, parents and the governing body to discuss the life and work of the school;
- 27 questionnaires were completed by parents and they were carefully analysed;
- the school policies and documents were studied before the inspection;

- discussions were held with the Headteacher and the curriculum co-ordinators;
- 30 sessions or parts of teaching sessions were observed;
- pupils were listened to when reading and their work was discussed with them as part of a study of standards in NC subjects;
- examples of pupils' work in each classroom were studied;
- attendance registers, pupils records and the teachers' planning files were studied;
- the inspectors were present at each whole school worship session;
- post-inspection meetings were held with the staff and the Governing Body

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr R Jones	Rgl	1. Context 2. Main findings 3.1 Educational standards achieved in the subjects and learning areas 3.2 Standards achieved in key skills across the curriculum 4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	English science information technology history geography religious education
Mrs S Clough	Team	4.2 Behaviour and attitudes 5.2 Assessment, recording and reporting 5.3 Curriculum 5.4 Support, guidance and pupils' welfare 6.3 Staffing, accommodation and learning resources.	children under five Welsh mathematics design and technology music physical education art
Mr T Evans	Lay	4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 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.