

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

**A Report on the Quality of Education in**

**Llangain Primary School  
Llangain  
Carmarthenshire  
SA33 5AE**

**School Number: 6692009**

**Date of Inspection: 28 September 2009**

**by**

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

The inspection of Llangain Primary School took place between 28/09/09 and 30/09/09. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	6
<b>Standards</b>	6
Key Question 1: How well do learners achieve?	6
<b>The quality of education and training</b>	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key Question 4: How well are learners cared for, guided and supported?	13
<b>Leadership and management</b>	15
Key Question 5: How effective are leadership and strategic management?	15
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	16
Key Question 7: How efficient are leaders and managers in using resources?	18
<b>Standards achieved in subjects and areas of learning</b>	19
Welsh first language	19
English	20
Science	20
Information and communications technology	21
Music	22
Physical education	22
<b>School's response to the inspection</b>	23
<b>Appendices</b>	24
1 Basic information about the school	24
2 School data and indicators	24
3 National Curriculum assessments results	25
4 Evidence base of the inspection	25
5 Composition and responsibilities of the inspection team	26

## Context

### The nature of the provider

- 1 Llangain Primary School is a community primary school that is maintained by Carmarthenshire Unitary Authority (UA). It is located some five miles to the south west of the town of Carmarthen and serves the village and the surrounding rural area.
- 2 There are 21 pupils (full time equivalent) between three and eleven years of age on roll. Pupils are admitted to the school on a part time basis at the beginning of the term following their third birthday and then on a full-time basis at the beginning of the term they attain their fourth birthday. In more recent years, pupil numbers have slowly increased.
- 3 The school is of the view that its natural catchment area is neither prosperous nor economically disadvantaged. Seventeen per cent of pupils are entitled to receive free school meals; this figure is lower than national averages.
- 4 Pupils are accepted from across the full range of ability. There are three (17%) pupils identified by the school as having special educational needs including one pupil who has a statement of special educational needs (SEN). This percentage is lower than the national average.
- 5 Welsh is the medium of teaching in the Foundation Phase and key stage 1. In key stage 2, pupils are taught through the medium of both English and Welsh with the aim of ensuring that pupils are fully bilingual by the time they transfer to the secondary sector. Most pupils (83%) come from homes where English is the main language spoken.
- 6 The school has been awarded the Basic Skills Agency's Quality Mark for the third time, has achieved Phase 3 of the Healthy Schools' initiative and gained the Eco Schools' Green Flag.
- 7 The school was last inspected in October 2003. Since that time, the school has experienced some staff changes. The current acting headteacher has been in post since September 2008.

### The school's priorities and targets

- 8 The school's main aim is to create opportunities for pupils to develop academically, morally, spiritually and aesthetically, and to grow to be healthy, self-sustained individuals who are balanced and integrated members of society.
- 9 The school's main priorities and targets for 2009-2010 include to:
  - improve further pupils' standards in Welsh;
  - develop pupils' self-assessment skills and extend the school's tracking system;
  - continue to develop the Foundation Phase;
  - adapt policies and planning documents to reflect Curriculum 2008 and the Skills Framework;
  - develop further the whole school self-evaluation system; and
  - develop community use of the school.

## Summary

- 10 This is a school that succeeds in creating a caring and supportive environment for its pupils that effectively promotes their learning and their development. Since the last inspection, the school has improved standards in many of the subjects inspected and enhanced the quality of the educational provision further.

### Table of grades awarded

- 11 The inspection team judged the work of the school as follows:

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

- 12 The self-evaluation report written by the acting headteacher, the governing body and the teachers prior to the inspection, is clear and informative. The inspection team agreed with the school's judgements in two of the seven key questions. There were insufficient outstanding features to merit the higher grade awarded by the school to the other key questions.

### Standards

- 13 In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

- 14 Overall, these figures are an improvement on the findings of the previous inspection. They are also above the national findings published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-2008, which states that standards in primary schools in Wales are Grade 1 or 2 in 84% of lessons. The amount of Grade 1 standards, however, is below the national average of 12%.

### Grades for standards in subjects inspected

- 15 In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 3
English	N/A	Grade 2
Science	Grade 2	Grade 2
Information and communication technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

- 16 Overall, the education provided by the school effectively meets the range of pupils' needs. Most pupils, including those with SEN, make consistent progress in gaining new skills, knowledge and understanding and achieve the agreed learning targets and goals.
- 17 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.
- 18 Over the years, results of baseline assessments show that children's attainment on entry to the school is generally good. In the Foundation Phase and key stage 1, pupils make consistent progress and achieve good standards overall in the key skills of thinking, listening, speaking, reading, writing and early numeracy skills and in using information and communications technology skills (ICT).
- 19 In key stage 2, good features outweigh shortcomings in pupils' standards and progress in using their key skills across the curriculum. Pupils use these skills appropriately in undertaking a wide range of tasks and the best work is of a good standard. Even so, pupils do not develop and extend their skills progressively in their work across the curriculum.
- 20 In key stage 1, pupils' bilingual proficiency is good. In key stage 2, progress is more uneven. By the end of key stage 2, however, pupils almost without exception are competent in both English and Welsh.
- 21 In National Curriculum (NC) assessments in 2009, each pupil in both key stages succeeded in attaining the expected levels and there is no significant difference between the performance of boys and girls. During the last four years, the number of pupils assessed at the end of both key stages has been lower than five in most years and as a result national and county comparisons are not always valid. Overall, however, the school's performance exceeds the county and national performance.
- 22 Pupils make very good progress in their personal and social skills. They work productively in lessons concentrating on their tasks over extended periods. They make good progress towards achieving their potential.
- 23 Pupils work together well in a range of educational and social activities. They show good development in their creative skills across the school.
- 24 Pupils' spiritual, moral, social and cultural development is good. They show respect for the environment, adults and their peers. They have a good awareness of equal opportunity issues; they are aware of those less fortunate than themselves and respect other cultural and social traditions.
- 25 At an appropriate level, pupils are aware of their individual targets. Pupils' ability to identify what they need to do next in order to improve the quality of their work is less well developed. This aspect is identified appropriately for attention in the school development plan (SDP).
- 26 Pupils' behaviour is good. This is obvious during the collective worship sessions, at meal times and in the way they move around the school in an orderly way. They have a clear understanding of what is expected of them.

- 27 Attendance levels are good. The school's attendance percentage over the three terms prior to the inspection was 95%, which is higher than national and local percentages. Pupils attend school regularly and are punctual in the morning.
- 28 Pupils' knowledge of community life in their area is good and they contribute to many local events. Through visits and the contribution of visitors to the curriculum, pupils have a good awareness of the world of work in their area. Their entrepreneurial skills, however, are insufficiently developed. These aspects have been identified appropriately in the SDP as areas for further attention.

## Quality of education and training

### Grades for teaching

- 29 In the lessons observed, the quality of teaching is as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	100%	0%	0%	0%

- 30 Overall, the above figures are an improvement on the outcomes of the last inspection and are above the national findings reported in HMCI's Annual Report for 2007-2008, which states that the quality of teaching in the primary schools in Wales is Grade 1 or 2 in 83%. The amount of Grade 1 teaching, however, is below the national average of 16%.
- 31 The good features in the teaching include thorough planning and preparation, good direct teaching of key elements, productive use of pair and group work, and the effective opportunities for pupils to research and investigate.
- 32 Overall, the quality of assessment, recording and reporting is good. The school has an appropriate range of procedures for assessing and recording pupils' progress and good use is made overall of the outcomes to guide the teaching. The annual reports to parents are of a good quality and include useful information for parents on their children's progress in each subject.
- 33 The school offers pupils a broad and balanced curriculum which satisfies the requirements of the Foundation Phase, the NC and religious education and reflects the main aims of the school. The development of key skills, however, particularly literacy and numeracy skills, lacks sufficient structure to ensure their progressive development across the curriculum.
- 34 There are good features to the wide range of extra-curricular activities provided for pupils. They include clubs and a range of sport activities. There is particularly good use of visitors to the school, which include artists, authors and members of the caring services. A variety of visits, in and beyond the immediate locality, complements and enriches the curriculum.
- 35 Pupils' spiritual, moral, social and cultural development is promoted successfully. Collective worship sessions contribute well to pupils' spiritual development and their understanding of moral issues. Pupils receive good opportunities to undertake responsibilities at the school.
- 36 There is a clear Welsh ethos throughout the school. There is appropriate provision to develop pupils' bilingual skills and the school is developing good initiatives to enhance pupils' grasp of Welsh language patterns in key stage 2.

The culture and heritage of Wales feature well in a number of curriculum subjects and in the general life of the school.

- 37 Partnerships with parents and the community are an outstanding feature of the provision. Parents are very supportive of the school and express high levels of satisfaction with the education their children receive. They contribute generously towards improving the supply of resources at the school.
- 38 There are good features in the quality of the pastoral care, support and guidance offered to pupils. This is an inclusive school that gives good attention to pupils' wellbeing which impacts successfully on their learning and the standards they achieve. There are clear policies and procedures relating to health and safety, including fire prevention and first aid. Supervision during break times is good and risk assessments are undertaken before trips and visits. There is an appropriate policy for child protection and staff are aware of the guidance in the policy.
- 39 There is a strong emphasis on all aspects of health education and the promotion of a healthier lifestyle permeates the curriculum and is evident in daily routines.
- 40 There are good features in the provision for pupils with SEN and it fully conforms to the requirements of the Code of Practice. Teachers and staff know pupils very well and this is a strength in the school. Pupils with SEN are fully included in the life and work of the school and make good progress.

### **Leadership and management**

- 41 The acting headteacher's leadership and management are good. She leads with a clear sense of purpose and direction demonstrating a secure understanding of the way forward for the school. Her sound values and commitment to pupils' education are known to staff, governors and parents, and are reflected well in the work of the school. Many effective policies and procedures are being introduced and are in the process of being embedded.
- 42 The SDP sets realistic objectives and targets based on the school's needs. The budget is managed carefully and spending corresponds closely to the school's targets. The school makes good progress towards achieving its main targets.
- 43 The acting headteacher, staff and governors are committed to improving standards and a constructive monitoring programme has been drawn up that provides useful information on the quality of the provision.
- 44 The governing body is very supportive of the school and makes a full contribution to its life and work. Members have a good awareness of the school's current needs and contribute effectively to the strategic planning process. Members visit the school regularly to view and discuss aspects of the provision. A few members are developing this role further by working alongside teachers on different projects. The governors recognise that is an area for further development and this aspect is included appropriately in the SDP.
- 45 Progress since the last inspection has been good overall. Standards have improved in English, physical education and science in key stage 2. Curriculum planning, assessment arrangements, self-evaluation and planning for improvement have all improved. The inspection team agree with the priority given in the SDP to strengthening pupils' Welsh language skills in key stage 2.

- 46 Resources are managed and used well. There are sufficient experienced teachers with the appropriate qualifications to fulfil the school's work. On the whole, there is a sufficient supply of learning resources; they are used effectively to facilitate the teaching and learning. The school makes good use of the building and facilities.
- 47 The acting headteacher and governing body regularly review and monitor spending, enabling the school to provide good value for money.

## Recommendations

In order to improve further, the school needs to:

- R1 improve standards in Welsh in key stage 2\* and extend the more able pupils' writing skills in English;
- R2 involve pupils more in assessing their own progress and development;\*
- R3 develop pupils' key skills, particularly communication and numeracy skills, progressively across the curriculum;
- R4 embed further the new policies and self-evaluation procedures introduced.

*\* These issues have been identified in the SDP.*

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

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

- 48 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 49 In the lessons observed, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

- 50 Overall, these figures are an improvement on the findings of the previous inspection. They are also above the national findings published in HMCI's latest Annual Report for 2007-2008, which states that standards in primary schools in Wales are Grade 1 or 2 in 84% of lessons. The amount of Grade 1 standards, however, is below the national average of 12%.

### Grades for standards in subjects inspected

51 In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh first language	Grade 2	Grade 3
English	N/A	Grade 2
Science	Grade 2	Grade 2
Information and communication technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

- 52 Overall, pupils make consistent progress in gaining new skills, knowledge and understanding and succeed in achieving the agreed targets and goals. Pupils with SEN make good progress in line with their targets.
- 53 In the NC assessments over the last four years, pupils at the end of both key stages have attained the expected levels and there are no significant differences between the performance of boys and girls. During this period, the number of pupils assessed at the end of both key stages has been lower than five in most years and as a result national and county comparisons are not always valid. Overall, however, the school's performance exceeds county and national outcomes.
- 54 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.
- 55 Over the years, the results of baseline assessments show most children's ability on entry is generally good. In the Foundation Phase and key stage 1, children's standards and progress in the key skills of thinking, communication, numeracy and in using ICT are good overall.
- 56 In key stage 2, good features outweigh shortcomings in pupils' key skills across the curriculum. Pupils do not develop and improve their skills, especially their Welsh literacy skills and their numeracy skills, progressively across the key stage.
- 57 Most pupils make appropriate use of their speaking and listening, reading and writing skills in Welsh across the curriculum. The majority of pupils speak clearly and use their reading and writing skills appropriately to gather information and to record their work across the subjects. Many pupils' work, however, shows an insecure grasp of correct language and spelling patterns. Most pupils make appropriate use of their English skills to record their studies across the curriculum. There is evidence that recent initiatives in relation to improving writing and spelling skills in English are making an impact on achievement.
- 58 In key stage 2, pupils make appropriate use of their numeracy skills to support their work in subjects such as science. Pupils make good progress in their use of their ICT skills across the curriculum. They use a range of software confidently for different purposes in subjects such as English, history and science. Standards are good.

- 59 A pleasing feature of school life is pupils' positive attitudes towards learning and their interest in their work. They respond enthusiastically in class.
- 60 Pupils demonstrate very good progress in developing their personal and social skills and in their ability to collaborate. Pupils of all ages work together effectively in pairs and in groups.
- 61 In the best practice, there is good progress in pupils' research and problem-solving skills. This is evident in aspects of their work in history, religious education and ICT in both key stages. Pupils also show good progress in their creative skills in subjects such as music and physical education. Overall, however, pupils do not develop the skills of working independently sufficiently.
- 62 In key stage 1, pupils' bilingual proficiency is good. In key stage 2, progress is more uneven. A minority of pupils lack confidence and a sufficient grasp of a range of vocabulary and sentence patterns in Welsh to communicate accurately both orally and in writing.
- 63 Through their studies in subjects, such as history and geography, pupils' knowledge and understanding of the Cwricwlwm Cymreig is developing appropriately.
- 64 At an appropriate level, pupils are aware of their individual targets. Older and more able pupils can discuss the particular strengths and weaknesses in their work. Overall, pupils' ability to identify the ways forward to improve the quality of their work is at an early stage of development.
- 65 Pupils' spiritual, moral and social development is good. They show concern and empathy with others and are aware of the importance of fairness, social justice and equal opportunities.
- 66 There are good features in aspects of pupils' cultural development as they become involved in Urdd activities and as they learn about some famous Welsh traditions. Pupils are familiar with some other traditions and cultures through their studies across the curriculum.
- 67 Pupils have a variety of responsibilities in the life of the school. Membership of the school council enables pupils to nurture valuable social skills and effectively promotes their knowledge of citizenship. Pupils' knowledge of environmental and sustainability issues is good.
- 68 Pupils' behaviour is good. They are polite with staff and welcoming to visitors. Pupils of all ages play together happily.
- 69 Through visits and the contribution of visitors who come to the school, pupils have a good knowledge of community life in their area. Pupils have a good awareness of local businesses and can offer relevant comments on aspects such as tourism in the area. Pupils' entrepreneurial skills, however, are insufficiently developed. These aspects have been identified appropriately in the SDP as areas for further attention.
- 70 Attendance levels are good. The school's attendance average over the three terms prior to the inspection was 95%. Pupils arrive at the school punctually and the daily timetable operates smoothly.

## The quality of education and training

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

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

71 The findings of the inspection team do not agree with the school's Grade 1 judgement in its self-evaluation report. While provision is good overall, the inspection team did not identify the outstanding features required to justify a higher grade.

72 In the lessons observed, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

73 Overall, the above figures are an improvement on the outcomes of the last inspection and are above the national findings reported in HMCI's Annual Report for 2007-2008, which states that the quality of teaching in the primary schools in Wales is Grade 1 or 2 in 83%. The amount of Grade 1 teaching, however, is below the national average of 16%.

74 Teachers have a good knowledge of the NC, religious education and the Foundation Phase Framework. Through on-going training and collaborative work with schools in the cluster, teachers and staff are developing their understanding of the latest developments in the field of primary education.

75 Teachers use a variety of teaching strategies and make good use of relevant resources including interactive white boards to support pupils' learning.

76 Throughout the school, teachers establish very good working relationships with pupils which facilitate effective learning.

77 Teachers and learning support staff work together effectively to provide good support for pupils. They create a positive work ethos in their classes.

78 Teachers focus well on pupils' bilingual development. They use a variety of appropriate strategies to develop pupils' communication skills and take advantage of opportunities to develop the Cwricwlwm Cymreig within subjects. Nevertheless, pupils' Welsh skills are not developing consistently across the school.

79 Teachers successfully challenge stereotypical images and opinions and all pupils are encouraged to contribute to the full range of activities provided. Pupils' progress is carefully monitored during lessons and good support is given to individuals and groups to complete their work.

80 Lessons are planned to ensure an appropriate range of activities. In the best practice, planning ensures that tasks are appropriately matched to the learning needs of pupils of mixed ages and ability. The practice is not consistent across all lessons.

81 The good features in the teaching observed include:

- lessons with clear objectives that are shared with pupils;
- effective planning and preparation;
- good direct teaching of key elements;

- a brisk pace;
  - productive use of pair and group work;
  - effective opportunities for pupils to research and investigate, and
  - good use of plenary sessions that enable pupils to share their work and to reinforce their understanding.
- 82 Overall, the quality of assessment, recording and reporting is good. A revised policy is in place, which together with a marking policy provides clear guidance and support for procedures in these areas. Statutory requirements are met.
- 83 Baseline assessment is carried out with the under five children in accordance with the UA's programme. The data is analysed and the outcomes used to identify needs and inform teachers' planning. Ongoing observations are undertaken regularly by the teacher and shared with support staff.
- 84 In key stage 1 and key stage 2, appropriate use is made standardised tests in language and mathematics, together with termly assessments and end of key stage NC tests in the core areas to identify strengths and areas for development and to set appropriate targets for individual pupils. Subject portfolios of levelled work in the core subjects are beginning to be developed in conjunction with other local schools. There are appropriate plans to develop further the tracking system to monitor the progress of individual pupils across the school in language and mathematics in particular.
- 85 Assessment procedures in the foundation subjects are more informal in nature and in the main involve an on-going focus on pupils' work. There are appropriate assessment and recording procedures for pupils with SEN.
- 86 Good use is made of individual pupil files, which contain personal information, test results and examples of work, for recording purposes and for transferring relevant information from one teacher to another.
- 87 Short term planning identifies assessment opportunities and evaluations of learning experiences. For the most part, they inform further planning in an appropriate manner.
- 88 The focus on a number of features relating to assessment for learning is developing across the school. The school has identified the need for further development in this context.
- 89 Work is regularly marked and, in the best examples, ways forward for pupils are outlined clearly. Lesson aims are identified during introductions and in the best practice the extent to which aims and key skills have been achieved are discussed in plenary sessions.
- 90 Pupils across the school are beginning to play a more active role in setting individual targets for improvement in language, mathematics and features of a more general nature. These are shared and discussed on a termly basis with parents. In key stage 2, teachers are beginning to develop opportunities for pupils to contribute to planning and to reflect and to evaluate their own progress.
- 91 The school has appropriate arrangements for informing those with a legitimate interest about pupils' progress and achievements and the school exchanges

much relevant data with the receiving secondary school and keeps governors well informed.

- 92 Annual reports to parents comply with statutory requirements and are of a good standard especially in relation to recording progress in the core subjects. The reports outline pupils' skills and achievements in all subjects and identify the ways forward for further improvement.
- 93 Parents have opportunities to respond to the written reports. They appreciate the school's open-door policy and the opportunities for them to come and discuss their children's targets and progress on a termly basis.

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

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

- 94 The findings of the inspection team differ from the Grade 1 judgement made by the school in its self-evaluation report. While, overall, the level of provision is good, the inspection team did not identify a sufficient number of outstanding features to justify a Grade 1.
- 95 The school provides a broad, balanced and relevant curriculum that meets statutory requirements and is accessible to all pupils. The demands of the Foundation Phase are appropriately catered for and procedures and strategies to meet the requirements of the 2008 revision to the curriculum are currently being developed.
- 96 The overall quality of the provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
- 97 Overall the school meets learners' aspirations well. Appropriate subject policies, schemes of work and mid term planning documents help ensure continuity and progression in learning experiences for the core and foundation subjects.
- 98 While there is a policy document in place, strategies to develop pupils' key skills, particularly communication and number, across the curriculum lack sufficient structure. References noted in short term planning are often too general in nature and do not always allow for the progressive development of these skills in subjects across the school.
- 99 Overall, the school provides appropriate opportunities for developing pupils' creative and problem solving skills, and initiatives to promote thinking skills are developing well. The opportunities for pupils to work together in pairs and groups are a good feature of the provision.
- 100 There are very good features to the extra-curricular activities provided for pupils and include activities relating to the Urdd movement, Dragon Sports and folk dancing. There is good use of outside expertise and visitors to the school, which include artists, authors and members of the caring services. Appropriately focused visits in and beyond the immediate locality, particularly in relation to the subjects of history and science, help complement and enrich the learning. Older pupils have opportunities to participate in a residential experience with other schools. Homework is generally appropriate and well focused.

- 101 Provision for pupils' spiritual, moral and social development is good. Arrangements for collective worship meet statutory requirements. Appropriate opportunities, including those in collective worship sessions, are provided to reinforce caring values and to emphasise the differences between right and wrong. There are good opportunities for effective co-operation within groups in the classroom and for older pupils to support younger ones. Through the school council pupils have opportunities to shoulder responsibilities for various initiatives. Pupils' awareness of those less fortunate is raised and they contribute well to charitable ventures. These experiences contribute appropriately to pupils developing awareness of global citizenship.
- 102 There is an appropriate policy document for the promotion of personal and social education (PSE) together with a scheme of work; planning and provision reflects current national guidelines. A structured programme of activities is well supported by integrated opportunities to promote values across the curriculum and by the supportive quality of the school ethos. There are also good links with the police, fire and health services in this context.
- 103 There is a clear Welsh ethos throughout the school. While Welsh is the main language of the school, appropriate opportunities are provided for pupils to develop their dual language skills. Suitable initiatives to enhance pupils' grasp of language patterns in Welsh have been introduced by the school to promote better progression in pupils' bilingual skills in key stage 2.
- 104 The requirements of the Cwricwlwm Cymreig are met. The culture and heritage of Wales feature well in a number of curriculum subjects and in the general life of the school. The school's involvement in a number of aspects relating to the Urdd movement further develops pupils' awareness of the Welsh dimension.
- 105 The school's focus on other cultures is developing well through work in geography and religious education and there are plans for further opportunities to explore multiculturalism by participating in the Comenius project.
- 106 Commitment to social inclusion is clearly evident in the school's daily life and work and there are appropriate policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping.
- 107 The school's partnerships with parents and the community are highly successful and have outstanding features. Parents are very supportive of the school in various ways. During a meeting with inspectors, and in the questionnaires returned, parents expressed high levels of satisfaction with the life and work of the school. The Parents/Teacher Association works very hard to support the school, and raises considerable amounts of money for the school. A constructive home/school agreement is in place that has been well received by parents.
- 108 The very good links with the wider community enhance pupils' learning experiences. Pupils of all ages make valuable educational visits, and take part regularly in local activities such as charity events, concerts, eisteddfodau and religious celebrations. These opportunities foster pupils' confidence when performing in public.
- 109 Effective links have been established between the school and the local secondary schools to which the majority of pupils transfer at the end of Year 6. These effective links ensure a smooth transition for pupils. There are close links with institutes of higher and further education.

- 110 The school's provision for education for sustainable development is very good. Pupils are involved in re-cycling schemes and understand well the problems of litter and pollution and the necessity of energy conservation. Many are involved in gardening initiatives and develop a love of horticulture. The school makes good efforts to act in a sustainable way. The school has received the Green Flag Eco Award in this context.
- 111 Global citizenship is appropriately promoted. Through their work in geography and PSE, pupils are made aware of the lives of children in other parts of the world and the economic inequalities that exist. This is an aspect appropriately identified in the SDP as an area for development.
- 112 Good links have been established between the school and local employers which are used to arrange external visits to enhance pupils' understanding of the world of work. Provision to develop pupils' entrepreneurial skills is insufficiently developed. These aspects have been identified appropriately in the SDP as areas for further attention. Teachers have not undertaken business placements to contribute to their professional development and enhance curriculum provision for pupils.
- 113 The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are well reflected in the life and work of the school. Pupils know their community well and understand what is needed for its continued success. They recognise that through partnership, citizenship and care for the environment they can make a real contribution to their community.

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

<b>Grade 2: Good features and no important shortcomings</b>
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- 114 The findings of the inspection team do not match the school's judgement in its self-evaluation report. The good features are acknowledged but the inspection team did not identify a sufficient number of outstanding features to justify a Grade 1.
- 115 The quality of care, support and guidance is consistently good. The school is a caring and inclusive community and all staff know their pupils very well. The school operates effective systems of care and support that permeate all aspects of its work. Pupils in turn report that they are happy in school and are well cared for. They help each other willingly and older ones are keen to look after those younger than themselves during class activities and playtimes.
- 116 There are outstanding features to the partnerships with parents and carers. Parents are very happy with the level of consultation they have from the school and appreciate the guidance they receive on curricular matters in order to understand and support their children's work.
- 117 The school council operates according to national guidelines and provides a good opportunity for pupils to work together and contribute to decision-making. Councillors undertake their duties conscientiously.
- 118 Transfer arrangements between schools, and induction arrangements for those about to start at the school are good. Before children start in the nursery class, parents are invited to school and offered an information booklet. Pupils settle in

quickly and are happy in the school. There are good links with the receiving secondary school including an effective transition programme for Year 6 pupils including visits and activities. Teachers also engage in joint curriculum planning initiatives with the secondary school.

- 119 There is good attention to pupils' health and wellbeing. This is an inclusive school that gives good attention to pupils' wellbeing which impacts successfully on their learning and the standards they achieve. The school encourages and enables pupils to be healthy through promoting regular exercise and a healthy diet. The under fives and key stage 1 pupils are offered a healthy fruit snack at playtime and key stage 2 pupils can purchase fruit from the school's fruit trolley. The school has achieved the third phase of the healthy schools award scheme.
- 120 There are appropriate policies and procedures relating to child protection, and responsibilities have been allocated to specific individuals as well as to a named governor. Staff and governors have received training in this aspect.
- 121 Appropriate health and safety procedures are in place. Fire drills are held regularly and appliances are checked annually. Arrangements for dealing with accidents are well established and staff have received training in first aid procedures. Risk assessments are undertaken regularly and particularly before school trips and visits. Nevertheless, a few matters were discussed further with the governing body.
- 122 There are appropriate procedures in place to encourage good attendance and punctuality, to ensure that there are sufficient explanations for absence, and to follow up situations when there is a need. The school complies with all inclusion, discipline and attendance requirements set out in National Assembly for Wales (NAW) Circular 47/06.
- 123 There are clear strategies for responding to unacceptable behaviour, including racial discrimination, bullying and all types of harassment. Staff and pupils agree class and school rules. Good behaviour is praised and rewarded.
- 124 The provision for pupils with additional learning needs is good and conforms to the requirements of the current Code of Practice.
- 125 Teachers identify special educational needs early and good quality support is provided by the SEN co-ordinator, the part time SEN teacher and the learning support assistant.
- 126 Individual educational plans are prepared through discussion between the SEN co-ordinator and teachers and support staff. They are reviewed twice a year by the SEN co-ordinator. Parents are involved at an early stage and regularly consulted. There is good use of external support services as soon as the school has identified a need.
- 127 The school has no specific procedures for identifying and supporting pupils who are more able or talented although pupils with specific talents, such as music, are supported and encouraged to develop their skills.
- 128 The designated governor for SEN has a good understanding of the school's provision and ensures that the appropriate budget is spent on their needs.
- 129 The provision for pupils' personal and social education reflects national guidelines. It is appropriately included in circle time, in aspects of the provision

and in a number of lessons. Daily arrangements encourage pupils to take responsibility for their own actions and to respect the opinions of other people. Appropriate guidance is provided on aspects such as substance misuse, hygiene and personal safety.

- 130 The school is a close community and its policies and practices promote equal opportunities and diversity well. The school's equal opportunities and racial equality policy is implemented fully. Equal opportunities are promoted in several aspects of the school's life such as sports, class activities and the individual attention offered to each pupil.
- 131 Pupils are taught to appreciate and respect diversity. The provision for support and guidance recognises pupils' varied backgrounds and needs. Pupils learn of the importance and the need for respect and tolerance through their curricular work and collective worship.
- 132 The school has a Disability Equality Scheme and an appropriate action plan. The school also has an accessibility plan and the premises are fully accessible to pupils and adults but there is no disabled toilet. The school takes all reasonable steps to ensure the equal treatment of disabled pupils.

## **Leadership and management**

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

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

- 133 The findings of the inspection team do not agree with the school's judgement in its self-evaluation report. The good features are acknowledged but the inspection team did not identify a sufficient number of outstanding features to justify a Grade 1.
- 134 The acting headteacher's leadership and management are good. She leads with a clear sense of purpose and direction demonstrating a secure understanding of the way forward for the school. Her sound values and commitment to pupils' education are known to staff, governors and parents, and are reflected well in the work of the school. Many effective policies and procedures are being introduced and are in the process of being embedded.
- 135 The school's explicit aims and values are well documented in the school prospectus and promote equality for all.
- 136 Good consideration is given to local and national priorities. The school has gained the Basic Skills Agency's Quality Mark and through the Healthy Schools initiative is successfully developing pupils' understanding of healthy eating and living habits. Curriculum planning is developing to reflect the requirements of the revised curriculum and the Foundation Phase.
- 137 The good collaboration with schools in the area contributes towards curricular planning, promoting appropriate continuity in the educational provision and enhancing the professional development of staff.
- 138 The acting headteacher and staff analyse the school's performance data and use the information well to set appropriate targets for pupils. The targets are realistic and attainable and based on the likely performance of each pupil. Overall, pupils achieve their personal targets.

- 139 There are suitable structures in place for managing and improving the performance of staff. The school successfully implements performance management procedures in line with statutory requirements. There is a strong commitment to ensuring that the professional development of staff continues. It is led by the professional needs of teachers together with the developmental priorities of the school.
- 140 A Teaching and Learning Responsibility (TLR) structure is in place and as a result the senior management team comprises the acting headteacher and the TLR post holder, who is the Foundation Phase and key stage 1 teacher. Both teachers and the part-time teacher for science are subject co-ordinators and they have a good oversight of their areas of responsibility.
- 141 The SDP sets appropriate targets in a range of issues and the priorities identified in the plan are current. There are effective processes in place for setting targets and good progress is made in addressing the main targets set. Improvements are evident in areas such as developing self-evaluation and assessment arrangements and extending information technology resources.
- 142 The governing body has a good understanding of its roles and responsibilities and contributes fully to the strategic planning processes. Members provide very good support for the acting headteacher and staff.
- 143 Members visit the school regularly to view and discuss aspects of the provision and they use this information effectively to make appropriate decisions. Governors are aware of their monitoring and evaluating responsibilities and a few members are developing this role further by working alongside teachers on different projects. The self-evaluation report recognises the need for all governors to extend their role in monitoring standards and quality and this is an area appropriately identified for further development in the SDP.
- 144 The governing body meets regularly and fulfils its managerial and legal responsibilities. Overall, suitable attention is paid to statutory requirements in preparing and implementing whole-school policies. An appropriate complaints and appeals procedure is in place.

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

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

- 145 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 146 A culture of self-evaluation is developing well in the school and there have been a number of recent developments which have brought an added rigour in this context. Clear strategies and procedures are in place, which are based on gathering a good range of evidence.
- 147 All staff are fully involved in the process of self-evaluation and the involvement of governors more directly in the process through initiatives such as 'learning walks' is a developing feature. All contribute to the evaluation of how the goals and priorities of each year are met. Parents' views are formally canvassed through questionnaires and through informal meetings. Pupil opinions are sought through the school council and through the completion of questionnaires.

Good use is made of the contribution of UA expertise as part of the evaluation process.

- 148 There are appropriate monitoring procedures which operate according to a clear timetable. The acting headteacher and the assistant teacher undertake an active monitoring role through continuously reviewing provision. Subject leaders' evaluations note and record strengths and the steps for development, both in terms of provision and standards achieved. The monitoring involves a focus on pupils' work and talking to pupils based on lesson evaluations. Overall, co-ordinators' subject reviews are good. In a few of the foundation subjects, however, they lack sufficient detail to aid further development in specific aspects.
- 149 The teaching staff undertake a detailed analysis of performance data. Assessment results, including baseline assessment in the Foundation Phase and NC levels at the end of both key stages. Effective use is made of the information collected to guide teaching, to plan the way forward for individual pupils and to set targets. Test and assessment results are discussed with the governing body, which has a good knowledge of pupils' development and how the school compares with similar schools both locally and nationally.
- 150 There are clear links between the process of self-evaluation and the SDP, which prioritises areas for development. The current SDP focuses on a three year programme and contains a number of relevant targets drawn from all the monitoring, assessment and evaluation evidence. Details are provided on the specific actions to be taken, the costs and timescales involved, the success criteria and who is responsible. The targets are regularly monitored and reviewed by the acting headteacher and the governing body.
- 151 The process of self-evaluation has led to the establishment of a number of effective initiatives which are bringing about improvements both in terms of learning and teaching. They include initiatives in the field of ICT, science and a more rigorous focus on spelling in English.
- 152 The self-evaluation report produced before the inspection is a useful document which provided a good basis for the inspection. It focuses on a wide range of relevant elements relating to the seven key questions and notes the school's perceived strengths and areas for development. A range of supporting evidence relating to the report was made available to the inspection team. The team agreed with the school's allocation of an overall grade to two of the seven key questions. It is important to note, however, that in each case where the grades differ, this is only by one grade. In each of these instances the inspection team agreed with many of the strengths noted by the school, but did not identify a sufficient number of outstanding features to justify the allocation of Grade 1.
- 153 Progress since the last inspection has been good overall. Standards have improved in English, physical education and science in key stage 2. Curriculum planning, assessment arrangements, self-evaluation and planning for improvement have all improved. The inspection team agree with the priority given by the school to strengthening pupils' Welsh language skills in key stage 2.

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

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

- 154 The findings of the inspection team do not match the Grade 1 allocated by the school in its self-evaluation report as an insufficient number of outstanding features were noted in relation to this key question.
- 155 The school has a good complement of teaching staff to deliver the curriculum; teachers are well qualified and appropriately deployed and managed. The school invests appropriately in support staff, who work effectively and enthusiastically with teachers. All staff have job descriptions which give a clear outline of their responsibilities. According to the school, staff, governors and volunteers are Criminal Records Bureau checked.
- 156 Teachers and support staff attend a good range of courses and training sessions and this has a positive effect on developing their skills and understanding. Appropriate use is made of subject expertise to teach subjects such as music and science across the school. Effective use is also made of visitors to the school and the staff benefit from being involved in cluster initiatives involving schools, which feed two local comprehensive schools.
- 157 Teachers are provided with planning, preparation and assessment (PPA) time in line with statutory requirements for reducing their workload. Planning, preparation and assessment procedures are well managed and the part time teacher of science makes a valuable contribution in this context. There are appropriate arrangements to reduce teachers' administrative and clerical tasks.
- 158 The part time administrator makes an important contribution to the smooth and efficient daily routines of the school. The caretaker works hard to keep the school clean and tidy.
- 159 The school building is in good condition and good use is made of various areas including the hall and library. There is a specific and purposeful play area for the under fives and further developments in the outdoor area are planned to promote children's learning experiences further. The school grounds are extensive and include flowerbeds, shrubberies, herb garden, playing field and yard. The facilities are used effectively for learning, recreation, games and sports.
- 160 Displays throughout the school are of a good standard and provide an environment that is both welcoming and educationally stimulating.
- 161 The purchase of resources corresponds appropriately to the school's priorities for development, and reviews are held to ensure the sufficiency and suitability of supply. Overall, there is good range of resources to support the curriculum, which are appropriate to different needs and age ranges and which are used economically and effectively. There are interactive white boards in both classrooms and the quality and quantity of computers help promote pupils' ICT skills well. Science equipment is used effectively. The school library has a good range of fiction and non-fiction books which are available for pupils.
- 162 The Parent/Teachers Association's contributions have provided a valuable additional source of income, which has enhanced provision in a number of ways. Good use has been made of small schools' grants in purchasing ICT and physical education equipment.

163 The acting headteacher, the administrative officer and the finance committee of the governing body monitors relatively tight budget allocations closely. The school notes that it has responded appropriately to the recommendation of a recent audit report. The full governing body is involved in all spending decisions and expenditure is regularly and effectively reviewed. The school offers value for money.

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

### **Welsh first language**

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

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

#### **Good features**

164 Pupils in key stage 1 make good progress in speaking and listening and are achieving good standards. They listen attentively and with good understanding to explanations, instructions and stories. Most confidently use a developing vocabulary and contribute appropriately to discussions about their reading and the importance of respect for others.

165 Overall, pupils make good progress in reading and at appropriate levels read accurately with good levels of understanding and enjoyment. Many pupils develop effective skills of reading with expression.

166 In key stage 1, pupils make appropriate progress in writing and a few older pupils develop well as independent writers. They develop good skills of writing and sequencing a range of sentences and short paragraphs, some of which are word-processed. Pupils write for a range of purposes including accounts, descriptions, stories and invitation cards.

167 Good features outweigh shortcomings in the development of pupils' speaking and listening skills across key stage 2. The majority make appropriate progress in contributing in a more extended manner as they answer questions, focus on characters in a class story or when they are involved in discussions.

168 Most key stage 2 pupils make appropriate progress in reading clearly and accurately. At appropriate levels, the majority demonstrates a secure understanding of what they read as they focus on characters and plots. A minority makes good quality predictions about the outcomes of stories.

169 Across the key stage, most pupils make appropriate progress in writing for different purposes which include descriptions, accounts, letters and acrostic poems. A few pupils use accurate language patterns and a wider vocabulary to record their work. Pupils make appropriate use of their word processing skills to redraft work which has been marked.

170 Across the school, the quality of the majority of pupils' handwriting and presentation skills is good.

#### **Shortcomings**

171 A minority of pupils in key stage 2 has an insecure grasp of basic language patterns in their oral and in particular in their written work.

172 In key stage 2, pupils' higher reading skills are underdeveloped.

## English

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

#### **Good features**

173 In key stage 2, most pupils' listening skills are good. They listen attentively to their teacher and fellow pupils and contribute confidently to class discussion.

174 Most pupils' speaking skills are good. They answer questions readily and engage in conversations about themselves and their interests. More able pupils respond meaningfully to questions and offer extended comments. Most pupils participate readily in pair and group discussion.

175 Most pupils read fluently. They use punctuation with accuracy and understand what they read. A few pupils can discuss their favourite authors and reading preferences well. Most pupils know how to access information from a variety of texts and the Internet.

176 Pupils write in a broad range of styles for different audiences, including stories, poetry, letters, scripts, diaries and reports. They demonstrate an appropriate grasp of register and the features of the different forms of writing. More able pupils' spelling and punctuation is accurate overall.

#### **Shortcomings**

177 More able pupils make insufficient use of language features, such as adjectives, similes and metaphors, in their work

## Science

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

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

#### **Good features**

178 Pupils across the school demonstrate positive attitudes towards the subject and, at appropriate levels are very aware of the importance of science in their lives and in the world around them. Most pupils develop a good science vocabulary.

179 Across the school, pupils are developing a good understanding of the factors that contribute to healthy eating and living.

180 Pupils in Year 1 are beginning to develop a good awareness of the importance of the senses with particular reference to the sense of sight. They demonstrate good observational skills as they embark on a sensory walk and focus well on the features of a range of objects.

181 Previous work demonstrates that key stage 1 pupils focus well on classifying living things and make good use of their observational skills to discover the habitats of creatures around the school. They explore the sources of light and the concept of reflection in an appropriate manner.

182 In their study of the human body, pupils across key stage 2 demonstrate a good knowledge and understanding of the skeleton and its functions and are developing a good understanding of the functions of the heart and the circulatory system. They demonstrate good investigation skills as they focus on the relationship between the size of skull and the age of pupils, and the impact of

exercise on the heart rate. Most pupils present their findings effectively in graph form and make good use of their ICT skills in this context.

183 Previous work demonstrates that pupils across key stage 2, at appropriate levels, have focused well on plants and animals in their study of living things. They can classify vertebrates effectively and have a good understanding of invertebrates. Pupils investigate the concept of habitats in an effective manner. Across the key stage, pupils make good use of keys to enhance their classification skills and to develop their understanding.

184 Previous work demonstrates that pupils have a good understanding of materials. They have enhanced their investigation skills by studying the changes that can be made to a range of materials.

### **Shortcomings**

185 There are no important shortcomings.

## **Information and communications technology**

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

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

### **Good features**

186 In key stage 1, pupils become confident users of the computer. They develop a good understanding of the keyboard and use word processing programs effectively to present their work. They can create a piece of written work independently, adapting the text according to need, and print it.

187 Pupils display good modelling skills through moving items around on the screen. They also use a turtle control program well, entering instructions correctly in order to create a series of shapes. They use paint programs skilfully, creating pictures of a good quality.

188 In key stage 2, most pupils use the computer confidently and demonstrate good independent skills.

189 Pupils can load, save, recall and print their work well. They use their word processing skills effectively combining text and images. They use the correct processes to change format, size and colour, and to create a border. Older pupils use LOGO competently to create patterns.

190 Pupils use the Internet effectively to research topics relating to their studies in other subjects. They use the Internet well to gather information on the Tudors for example.

191 They use e-mail to communicate and exchange information with other pupils. Older pupils use a digital camera appropriately and can load suitable pictures on to the software to be used as part of their studies.

### **Shortcomings**

192 There are no important shortcomings.

## Music

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

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

### Good features

- 193 In both key stages, pupils know a variety of songs, including hymns. They sing tunefully and with expression, articulating the words clearly.
- 194 In key stage 1, pupils listen to different types of music and can convey their personal feelings and response effectively through drawings and illustrations.
- 195 Pupils in key stage 1 know and describe different sounds well. They can differentiate correctly between long and short, and strong and quiet sounds.
- 196 Through a range of activities, pupils can repeat rhythm well. They can clap, tap and stamp rhythms correctly following a graphic score.
- 197 Pupils compose impromptu using a range of untuned instruments. In the best work, a few pupils perform their compositions confidently and offer sensible comments on their performances.
- 198 In key stage 2, pupils work together effectively to compose interesting outcomes as a response to different stimuli. They experiment well with different sources and record their compositions accurately in graphic score format. They discuss and perform their compositions confidently, making appropriate comments. Most pupils demonstrate an increasing understanding of musical elements and terms.
- 199 Pupils work together well in pairs and within groups. They use a range of tuned and untuned percussion with most pupils following their parts carefully whilst reading a score.
- 200 Pupils listen to a good range of music and are familiar with the work of a few famous composers. They can recall the key features of different pieces of work and describe well their preferences, with older pupils referring to many musical features using correct terms.

### Shortcomings

- 201 There are no important shortcomings.

## Physical education

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

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

- 202 During the inspection, a gymnastics/games lesson was observed in key stage 1 and an outdoor games lesson in key stage 2. In addition, a swimming lesson involving all pupils from Year 3-Year 6 was observed during a session at a nearby pool which was shared with pupils from another school. The school notes that pupils have experiences relating to the full range of the physical education programmes of study.

### Good features

- 203 Pupils across both key stages demonstrate an appropriate understanding of the importance of warm up and cooling down sessions and carry out these activities effectively.

- 204 Key stage 1 pupils are developing a good awareness of space, good levels of agility and appropriate control in their movements as they move around the hall in a wide range of ways which include jumping and landing activities.
- 205 Pupils in key stage 2 work well in pairs and at appropriate levels make good progress in developing their soccer skills as they pass and receive the ball. The majority demonstrates good ball control as they travel around the yard.
- 206 Across key stage 2, pupils, at appropriate levels, are developing good skills in evaluating their own performances and those of others to bring about improvement. These evaluations contribute well to the progress which pupils make.
- 207 Pupils' skills in physical education are enhanced through opportunities to participate in Dragon Sport activities and involvement in a variety of sporting competitions associated with the Urdd movement

### **Shortcomings**

- 208 There are no important shortcomings.

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

Everyone associated with the school takes pride in the contents of the report and it is a reflection of the commitment, hard work and professionalism of the staff, pupils, governors and parents. The staff and governors welcome the numerous positive features in the report and are very proud of the findings of the inspection and satisfied that the report justifies our judgement that there are many good features evident in the work of the school.

We appreciate that the report testifies that we are a happy, school with close co-operation between the head, staff, governors and parents, and that the school has a caring, warm and homely atmosphere.

The staff, governors and pupils of Ysgol Gynradd Llangain wish to thank the inspection team for undertaking its responsibilities in a professional and courteous manner. The inspection process was thorough and we received clear and positive feedback for the future development of the school. The inspection has given the school the opportunity to look carefully at each aspect of its life and work. Our strengths have been strengthened and areas for further development noted.

## Appendix 1

### Basic information about the school

Name of school	Llangain Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Llangain Carmarthen Carmarthenshire
Postcode	SA33 5AE
Telephone number	01267 241478

Headteacher	Mrs S Davies (Acting Headteacher)
Date of appointment	1 September 2008
Chair of governors	Mr T Griffiths
Registered inspector	Miss D Morris
Dates of inspection	28-30 September, 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	2	5	0	2	2	4	2	21

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	9.54:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	10.5
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	-	93.1%	93.1%
Spring 2009	66.7%	95.4%	96.9%
Summer 2009	94.0%	89%	95.7%

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

## Appendix 3

### **National Curriculum Assessment Results End of key stages 1 and 2:**

#### **Reporting on standards in classes where pupils numbers are 5 or fewer**

As there were fewer than five pupils assessed at the end of KS1 and KS2, no summary of National Curriculum assessment information is included in this report, to avoid identifying individual pupils.

## Appendix 4

### **Evidence base of the inspection**

Four inspectors, including the school's nominee, spent the equivalent of six inspection days at the school and met as a team prior to the inspection.

These inspectors visited:

- thirteen lessons, as well as parts of learning sessions; and
- registration sessions, assemblies and acts of collective worship.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support and administrative staff;
- the school council; and
- representatives of organisations linked with the school.

The team also considered:

- the school's self-evaluation report;
- eight responses to the parents' questionnaire; 100% were highly positive;
- documents provided by the school both before and during the inspection;
- a wide range of pupils' previous and current work; and
- samples of pupils' reports.

Following the inspection, the team held meetings with the headteacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 2a, 4 and 5 English, information and communications technology, music
Mr Brinley Jones Team Inspector	Key Questions 2b, 3, 6 and 7 Welsh first language, science, physical education
Mr Gwilym Davies Lay Inspector	Contributions to key questions 1, 2, 3, 4 and 7
Mrs Sharon Davies Acting Headteacher	Nominee

### *Acknowledgement*

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

### **Contractor:**

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