

REPORT

on the

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

**YSGOL BABANOD LLANGENNECH
HEOL MAESYDDDERWEN
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LLANELLI
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SA14 8YB**

School Number: 669/2129

Date of Inspection: 24th – 27th May 2004

By

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Registered Inspector W156/78144

Under Estyn contract number: T/214/03F

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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:

{PRI VAT E}	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 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 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

Llangennech Infant School is situated in the centre of the village which it serves. A small number of pupils come from a neighbouring village. The school states that its catchment area is, on the whole, neither prosperous nor disadvantaged and 17 percent of pupils are entitled to free school meals. The school caters for pupils between three and seven years of age. There are 165 pupils on roll, including 49 children of nursery age who attend full time. There is a bilingual nursery class from which the children progress to either the Welsh or English stream. There are three classes in the Welsh stream and two in the English stream. The pupils' linguistic background is varied; 18 percent come from homes where Welsh is the first language and 82 percent are from English-speaking homes. 23 pupils have been identified as having special educational needs (SEN), including two for whom statements have been made.

The school's priorities for the current year, as indicated in the school development plan (SDP) include raising standards in mental mathematics and spelling in both streams. The school also aims to improve the quality of pupils' handwriting and to extend the sensory and play experiences of children under five. Another target is to further develop the nature area.

The school was last inspected in June 1998.

2. MAIN FINDINGS

The main findings of the report

- The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement in the six areas of learning are as follows:

	Nursery	Reception
Language, literacy and communication skills	Very Good	Good
Mathematical development	Good	Good
Knowledge and understanding of the world	Good	Good
Personal and social development	Good	Good
Creative development	Good	Good
Physical development	Good	Good

- Standards of achievement were very good in 13 per cent of the 52 lessons seen, good in 69 per cent and satisfactory in 18 per cent. Standards in all National Curriculum (NC) subjects and religious education are as follows:

Subject	KS1
Welsh	Good
English	Good
Mathematics	Good
Science	Satisfactory
Welsh second language	Good

Design and technology	Good
Information technology	Good
History	Good
Geography	Good
Art	Good
Music	Good
Physical education	Satisfactory
Religious education	Good

- In the 2003 NC assessment tests, the results for pupils in KS1 were above the average for Wales in Welsh, mathematics and science and below the national average in English. Results, when compared with similar schools in Wales, place the school in the fourth (top) 25 per cent in Welsh and mathematics, in the second 25 per cent in English and in the third 25 per cent in science.
- Standards in key skills across the curriculum are good in speaking, listening, numeracy and information and communications technology (ICT). Standards are satisfactory in reading and writing.

Ethos of the school

- Pupils' spiritual, moral, social and cultural development is good. The school meets statutory requirements in providing religious education and a daily act of collective worship. The school is a safe, caring and kind community. Sound attitudes and values are promoted within the school. Y Cwricwlwm Cymreig is appropriately addressed. Pupils have a good awareness of Welsh culture, heritage and the local area but their knowledge and understanding of the cultures of other parts of the world is more limited.
- Pupils' behaviour and attitudes are good. Their good behaviour in and around the school throughout the day makes a positive contribution to the orderliness and good quality of life in the school. However, the behaviour and attitudes of some older pupils in one class do not reflect the general standards in the school. Levels of attendance are satisfactory and the school's attendance registers comply with the requirements of National Assembly for Wales (NAW) circular 99/3.

Quality of education

- The quality of teaching was very good in 23 per cent of the 52 lessons observed, good in 56 per cent and satisfactory in 21 per cent. When teaching is good or very good, planning is thorough and key teaching points are clearly identified and effectively addressed in well-organised lessons. Occasionally, strategies for dealing with disruptive behaviour by a minority of pupils are ineffective.
- Generally, the procedures for assessment, recording and reporting are good. New arrangements for assessing and recording pupils' achievements and progress are working effectively. However, assessments are not always effectively used to ensure that the work meets the needs of all pupils.
- The curriculum is appropriate and suitably broad and balanced, and meets the requirements of the NC and religious education. Y Cwricwlwm Cymreig is a strong

feature of the life and work of the school. No extra-curricular activities are provided by the school.

- The quality of support and guidance offered to pupils is very good. All the teachers and classroom assistants know their pupils well and effectively promote their personal development, good behaviour and positive attitudes.
- The quality of provision for SEN pupils is good. Appropriate policies and procedures are effectively implemented. SEN pupils are taught within the class situation and withdrawn for individual and group support by the SEN co-ordinator (SENCO). They make good progress. The school fully conforms to the requirements of the Code of Practice.
- Partnership with parents is very good and with the community, schools and other institutions they are good. Parents are well informed about the life and work of the school and about the progress their children make. The governing body's annual report for parents lacks some items required by the NAW. The PTA is a very active organisation which raises funds for the school and pupils benefit from the school's good links with community organisations and individuals. Partnership with industry is good.

Management

- The quality of self-evaluation and planning for improvement is good. A good start has recently been made to school self-evaluation and new policies for monitoring and self-appraisal are being implemented effectively. However, the assessment data available to the school are not analysed carefully enough in order to set realistic and challenging targets for improving pupils' performance.
- The school is well led. The headteacher, who was appointed in September 2003, gives the school a clear direction and sense of purpose. The headteacher and staff are successful in creating an ethos founded on sound values and an atmosphere which is conducive to effective learning. All co-ordinators have job descriptions but their monitoring role is not fully developed.
- Staffing and learning resources are good overall. The accommodation has some shortcomings.

School improvement

- The school has made good progress in addressing the key issues identified in the last inspection report except in ensuring that the governors' annual report conforms fully with the statutory requirements. The governing body's annual report for parents lacks some items required by the NAW.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement in language and literacy are very good in

the Nursery. They are good in Reception. Mathematical development, knowledge and understanding of the world, personal and social development, creative development and physical development are good in both Nursery and Reception.

- In KS1, standards of achievement are good in Welsh, English, mathematics, Welsh as a second language, design and technology, information technology, history, geography, art, music and religious education. Standards are satisfactory in science and physical education.
- In the 2003 NC assessment tests, the results for pupils in KS1 were above the average for Wales in Welsh and science, on a par with the national average in mathematics and below the national average in English. Results, when compared with similar schools in Wales, place the school in the fourth (top) 25 per cent in Welsh and mathematics, in the second 25 per cent in English and in the third 25 per cent in science.

3.2 Standards achieved in key skills across the curriculum

Standards of achievement are satisfactory overall.

- Children under five have good opportunities to apply their early literacy and numeracy skills and achieve standards which are generally good across the six areas of learning. They make effective use of their developing ICT skills.
- Speaking skills are good in KS1. Pupils are keen to contribute to whole-class discussions and respond confidently in both English and Welsh, using appropriate vocabulary.
- Standards are good in listening. In KS1, pupils listen well to teachers' presentations and to contributions made by other pupils. They listen attentively to instructions and act upon them appropriately.
- Reading standards are satisfactory in KS1. Pupils enjoy reading and discussing books. Older pupils have not sufficiently developed their skills of using reference books in foundation subjects.
- KS1 pupils' writing skills are satisfactory. The majority of pupils record their work in different subjects accurately and tidily on relevant worksheets. More able pupils organise their work independently and present it neatly. Their ability to present their knowledge and understanding of history in a variety of ways, such as empathy methods and extended writing, is limited.
- Standards in numeracy and the application of number are good. KS1 pupils use their numeracy skills effectively in a variety of contexts. They apply their knowledge well in science, history, design and technology, information technology and geography to measure and to calculate.
- Standards in information and communications technology (ICT) are good across the school. Boys and girls alike use their basic keyboard skills to generate and communicate ideas in different forms using text and pictures as appropriate. Pupils use ICT-based models competently, for example, to move items of clothing across the screen and dress a teddy bear.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' spiritual, moral, social and cultural development is good. The school meets statutory requirements in providing religious education and a daily act of collective worship.

- Sound attitudes and values are promoted within the school. The ethos of the school is one of care and respect.
- Children under five settle well into the Nursery class and, from the outset, begin to develop good social skills.
- The majority of pupils in KS1 respond positively to what is provided for them and are developing appropriately the concepts of truth and justice. Boys and girls collaborate well and eagerly participate in all the opportunities and experiences offered by the school.
- Considerable emphasis is placed on the development of pupils' awareness of their responsibilities for others and the environment and these are promoted well through cross-curricular work in geography and science.
- Pupils confidently undertake responsibilities, such as caring for plants and animals. Pupils co-operate well and assume extra responsibilities, acting on their own initiative.
- Circle time is used successfully in some classes and some children demonstrate an awareness of the steps which are necessary to prevent bullying.
- The school is a safe, caring and kind community in which good values are promoted. For example, pupils regularly raise money for good causes.
- Pupils are aware of the difference between right and wrong and are polite and well mannered. They understand the importance of rules and good behaviour.
- Y Cwricwlwm Cymreig is appropriately addressed. Pupils' awareness of Welsh culture, heritage and the local area is well nurtured through lessons, visits to places of historical and cultural interest and activities such as St David's Day celebrations.
- Pupils have a more limited knowledge and understanding of the cultures of other parts of the world, for example, in the fields of music, art and literacy. However, the school takes every opportunity to promote pupils' awareness of racial equality and harmony.
- Pupils' social skills are developed effectively through the range of activities provided.
- Values and beliefs are promoted effectively through daily acts of collective worship. Local ministers of religion, who sometimes lead whole school assemblies, make a valuable contribution to pupils' spiritual development.

- The sound of tranquil background music helps create an appropriate atmosphere as pupils make their way to collective worship. Pupils respond well to the soothing sound of running water provided by water features in the hallway.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are good.

- The school has clear and appropriate policies relating to pupils' behaviour and attitudes which have been reviewed as part of its planning for the current SDP. The policies effectively ensure consistency of approach among all staff, including lunchtime supervisors.
- From the time they enter the Nursery class, pupils are made aware of the school's expectations and they respond positively to the system of reward and celebration employed by the school, such as star of the week and class of the week, to recognise good behaviour.
- Pupils are courteous and friendly to their fellow pupils and adults. Their good behaviour around the school throughout the day makes a positive contribution to the orderliness and good quality of life in the school. They play happily and sensibly together at playtimes and are encouraged to be aware of any individual unhappiness through the buddy stop.
- In classrooms, pupils demonstrate very positive attitudes to their learning and enjoy their lessons. They are attentive and respond promptly to their teachers, frequently with enthusiasm. They concentrate and persevere well and complete their tasks on time.
- Pupils in the early years are well behaved and make good progress in learning to interact sensibly and co-operate effectively.
- The behaviour and attitudes of some older pupils in one class do not reflect the general standards in the school. Often, they lack concentration, neither listening nor responding to their teacher and, consequently, impair the progress of lessons and their own standards of achievement.
- The school has very firm policies to deal with bullying and anti-social behaviour which are effectively communicated to pupils and parents. Pupils are well supervised and incidents are dealt with promptly. The school is a very inclusive community and pupils receive positive messages which promote racial equality and avoid discrimination.

4.3 Attendance

Levels of attendance are at least satisfactory.

- In the three terms preceding the inspection, attendance was consistently well above 90 per cent at an annual average of 94 per cent. This is approaching the school's target of 95 per cent attendance and is a notable improvement from the time of the last inspection. In the spring term, average attendance in KS1 classes was 96 per cent.
- The school has not recorded any instances of unauthorised absences and all parents inform the school of reasons for absences.

- Attendance rates for pupils in the early years are comparatively high.
- The school's expectations with respect to attendance are clearly expressed in the prospectus and are included in the home/school agreement.
- The attendance information recorded in the manually maintained registers is also retained on a computerised system. This allows the school to effectively monitor the attendance of all pupils.
- The school's attendance registers comply with the requirements of NAW 99/3 although, in a number of instances, the school has recorded some absences as authorised when family holidays are in excess of 10 days in a year.
- Punctuality is satisfactory although, during the inspection, a significant number of pupils arrived late at the start of the school day and disrupted the introductory classroom activities.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 23 per cent of the 52 lessons observed, good in 56 per cent and satisfactory in 21 per cent.

- When the teaching is good or very good, the teachers, including those in the class for under-fives, have a secure knowledge of the subject and this is reflected in the quality of the work produced by pupils. Teaching and learning are planned well, key teaching points are clearly identified and effectively addressed in well-organised lessons. The language of the teachers is of good quality and they are good role models for the pupils.
- Teachers use a good range of teaching techniques effectively, for example, presentations, demonstrations and the setting of individual and group tasks which include practical activities. They use a wide range of questioning techniques, challenging pupils to think and reflect upon their learning. The teachers have high expectations of the pupils and, on most occasions, the work is well matched to the ability of the pupils. The sessions proceed at a good pace and the attention of the pupils is maintained continually.
- On occasions, when there are shortcomings in the teaching, the work does not always correspond sufficiently to the pupils' needs and abilities, and some activities lack challenge. Occasionally, strategies for dealing with disruptive behaviour by a minority of pupils are ineffective.

5.2 Assessment, recording and reporting

The procedures for assessment, recording and reporting are good overall.

- The school has a comprehensive policy for assessment, and assessment strategies are included in subject policies. These are generally implemented appropriately.

- Baseline assessment is used to assess children entering school. Pupil profiles are put in place in the nursery which contain assessments and annotated examples of children's work. These are added to as the pupils progress through the school.
- Regular formative assessments are made of pupils' progress in NC core subjects using a range of strategies linked to NC assessment levels. These are used effectively to promote higher standards.
- Accuracy, reliability and consistency in assessment are improving as a result of teachers' implementation of the strategies recently put in place. To date, these do not include assessment procedures in foundation subjects.
- New arrangements for assessing and recording pupils' achievements and progress are generally working well. However, assessments are not always effectively used to ensure that the work meets the needs of all pupils.
- The assessment of pupils with SEN is generally good and teachers use the information to plan appropriate individual work.
- There is a lack of consistency in marking procedures and insufficient attention is given by some teachers to including positive comments on children's work. Short-term targets are not always given to pupils to help them improve.
- Pupils are effectively involved in evaluating their own work.
- Valuable information is given to parents both orally and in written reports. These detailed reports on the achievements and general development of pupils conform to statutory requirements, and the quality of the comments in them is good.

5.3 Curriculum

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

- The curriculum for the under fives is good and promotes the Desirable Outcomes for Children's Learning. Curriculum planning is good in both nursery and reception. Planning provides for a good balance of teaching activities and individually structured practical activities.
- All NC subjects and religious education are taught but there is no document which identifies the total available teaching time each week for KS1.
- The school has appropriate policies and schemes of work for all NC subjects and religious education. The school plans its work around termly, cross-curricular themes. Teachers of classes containing pupils of the same age co-operate closely on planning to ensure parity of provision.
- The school has a policy for teaching and learning which provides good guidance for teachers on planning, classroom organisation and teaching methods. This is effectively implemented.

- Pupils with SEN are purposefully supported and the quality of the curricular provision is good.
- There is a policy and scheme of work for Personal and Social Education which are effectively implemented and these are appropriately promoted across the curriculum.
- The school has no formal plan for developing key skills across the curriculum but, in practice, most are developed well.
- It is the school's policy that no homework is given although pupils are encouraged to take reading books home.
- The curricular provision is socially inclusive and all pupils are given an equal opportunity to take part in all the school's activities. The school, in all facets of its daily life and through its teaching, raises pupils' awareness of cultural differences and promotes racial harmony.
- The school makes good use of the local environment as well as undertaking visits further afield which enrich pupils' learning and raise their awareness of the unique characteristics of Wales and its culture. Y Cwricwlwm Cymreig is a strong feature of the life and work of the school.
- The school was awarded the Quality Mark of the Basic Skills Agency in March 2004.
- No extra-curricular activities are provided by the school.
- There are no pupils for whom the curriculum is disappplied or modified.

5.4 Support, guidance and pupils' welfare

The quality of support and guidance offered to pupils is very good.

- All the teachers and classroom assistants know their pupils well and regularly promote their personal development, good behaviour and positive attitudes. This process begins on entry to the nursery class.
- Pupils, including those with SEN, receive good support from teaching and ancillary staff and are happy and confident, as confirmed by the majority of parents in their response to the pre-inspection questionnaire and in the pre-inspection meeting.
- Appropriate policies and procedures are in place for child protection matters as are those for pupil support and social inclusion. These are effectively implemented.
- There are close relationships between school staff and pupils, and between pupils and one another. These are reinforced through good links between teachers and parents.
- Due to concern about the pupils' safety, fencing and gates have been erected around the school buildings, effectively separating the play ground area and the car parking area.
- School staff ensure the effective implementation of a range of detailed policies and procedures for such matters as health and safety, child protection, sex education, equal

opportunities pastoral care and issues dealing with bullying. Consistencies of approach are established across the year groups.

- Good use is made of the buddy stop on the school-yard to ensure that all pupils are happy at play and that none feels excluded.
- The school council operates effectively. It gives pupils a chance to discuss issues of concern to them, knowing that they will be listened to. Councillors, who are elected by pupils from each class, share ideas and work well together. When appropriate, pupils' suggestions are implemented, for example, the provision of toy boxes on the yard at playtimes.
- The quality of personal and social education is good. The development of pupils' thinking skills is well addressed and pupils, both boys and girls, respond positively to activities organised for them.
- Pupils demonstrate a good awareness of the importance of keeping their bodies healthy by eating fruit daily from the school shop and drinking water from a newly acquired water dispenser.

5.5 Provision for pupils with special educational needs (SEN)

Quality of provision for SEN pupils is good. They make good progress and achieve appropriate standards according to their ability.

- The school has an appropriate policy based on the procedures in the Code of Practice for Wales, which is successfully implemented.
- The headteacher, in her role of SENCO identifies pupils' needs well at an early stage, before they enter KS1.
- SEN pupils are taught within the class situation and withdrawn for individual and group support by the co-ordinator. They make good progress.
- Pupils are placed on the appropriate stage of the Code of Practice as described in the policy documents.
- An individual educational programme (IEP) is in place for each pupil based on his or her specific needs. Overall, these are of good quality and reviewed termly, with parents when possible.
- The two pupils with statements of special educational need take a full and active part in all aspects of the life of the school. Procedures relating to the reviews of statements are carried out systematically. The quality of teaching and non-teaching support for statemented pupils is good.
- There is appropriate co-operation between the school and parents of SEN pupils. An effective partnership has been established in order for parents to help their children at home.

- SEN pupils have access to a broad, balanced and relevant curriculum which, overall, is well matched to their needs. The attitude of pupils with SEN towards learning is good and they make good progress, in line with their ability.
- The governor with responsibility for SEN is well informed about SEN matters. The school has good links with outside agencies, including the local authority's education and health departments.

5.6 Partnership with parents and community, schools and other institutions

Partnership with parents is very good and with the community, schools and other institutions it is good.

- At the pre-inspection meeting and in their responses to the pre-inspection questionnaire, the great majority of parents expressed satisfaction with the relationships between the school and pupils' homes. Parents value the approachability of the head and staff and their positive responses to their comments.
- Parents are well informed about the life and work of the school and about their children's progress. There are regular letters and notices at the entrance doors and teachers are available for consultation at the start and end of the school day. The school values parents' opinions, have consulted them by questionnaire and have responded to their suggestions, for example, by changing the frequency of parents' open evenings.
- The school prospectus is an attractively presented and easily read document which meets statutory requirements. However, the governing body's annual report for parents lacks some items required by the NAW. The home-school agreement meets statutory requirements.
- Parents of pupils starting in the early years classes are well informed by focused and informative material, visits to the school and meetings with staff.
- The school welcomes the involvement of the community at large in the life and work of the school. In response, parents and friends of the school make very good contributions to the work of the school. They regularly visit to support teachers in the classrooms in a range of activities, and also support the healthy eating initiatives. The PTA is a very active organisation which raises funds for the school.
- Pupils benefit from the school's good links with community organisations and individuals. Good links with the community council have enhanced the running of the school council. The locality is often used effectively as a resource for teaching and learning. Various local agencies have helped to improve the school grounds and play areas.
- The school has good links with the adjacent junior school and, consequently, Y2 pupils are well prepared for the transition. In addition, staff in both schools co-operate by sharing teaching methods and co-ordinating learning materials. Some teachers' professional development has benefited from visits to other schools to observe good

practice in specific areas. There are good links with local playgroups, and the school offers advice and materials to them.

- Good links exist with training institutions and colleges. Students are welcomed for placements and pupils benefit from the additional adult support.

5.7 Partnership with industry

Partnership with industry is good.

- The school succeeds in its policy of encouraging the development of links with industry and commerce, and raises pupils' understanding in a way which is appropriate to the age groups in the school.
- Children's understanding and knowledge of the world in the early years are enhanced by visits to local shops. Visits to supermarkets and visits by a local catering company make contributions to KS1 pupils' studies in design and technology. Activities arising from a link with a local television company have contributed to good standards in history and geography. Their awareness of the world of work is further extended by their introduction to 'people who help us' in the community.
- There are good links with Careers Wales and Education Business Partnership from which several members of staff have benefited by attending courses in a range of topics, such as art, music and learning through play.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is good overall.

- A good start has recently been made to school self-evaluation and new policies for monitoring and self-appraisal are being implemented. Curricular leaders note strengths and matters which need attention in their subjects, together with suggestions for the School Development Plan (SDP).
- Priorities for the current year are noted and the school has effective arrangements for monitoring its success in addressing the key issues noted in the SDP.
- The school has developed effective procedures for evaluating the quality of its provision. The governors endorse all policies and there is an appropriate timetable for reviewing them.
- The school has appropriate arrangements for monitoring pupils' progress. Reading and mathematics tests are held regularly. However, the school does not analyse its NC assessment results carefully, or use local and national data thoroughly enough in order to evaluate its performance and set appropriately challenging targets. The new headteacher is aware of this and it is one of her priorities.

- Arrangements for evaluating pupils' standards of achievement in all subjects are in place but are not yet fully implemented.
- The school reviews its provision for pupils with SEN on a regular basis and ensures that the provision for these pupils is good.
- Arrangements are in place to monitor and evaluate teaching in order to ensure consistency of approach, with the aim of raising standards. Some subject co-ordinators have commenced the process of evaluation, others will start on the task in the next academic year.

6.2 Leadership and efficiency

The school is well led. The headteacher, who was appointed in September 2003, gives the school a clear direction and sense of purpose.

- The headteacher and staff have created an ethos founded on sound values and an atmosphere which is conducive to effective learning. They work well as a team.
- The headteacher leads by personal example and sets the tone for staff and pupils by her professional manner, commitment and high expectations of all. Decisions taken, procedures to be followed and the school's progress towards the targets in the SDP are effectively recorded.
- All co-ordinators have job descriptions and well defined management roles. They have compiled policies and schemes of work in subjects for which they have special responsibility but their monitoring role is not fully developed.
- The SDP indicates clearly the school's priorities, and the annual action plan is a structured document which is well costed. Teachers have a significant input into the construction and monitoring of the plan.
- The governing body is supportive of the headteacher and staff. The finance committee meets termly and its priority is to maintain adult-pupil ratios at their current favourable level for as long as possible. Some governors visit the school regularly, making valuable contributions to school activities, and all have been allocated link roles for NC subjects.
- The most recent auditor's report in 2002 found procedures to be good on the whole. A number of recommendations were made and the school has successfully addressed each one.
- The school secretary makes a significant contribution to the school's effective organisation and administration.

6.3 Staffing, accommodation and learning resources

Staffing and learning resources are good overall. The accommodation has some shortcomings.

- There is a sufficient number of well-qualified and experienced teachers who are deployed effectively. The school makes full and effective use of the nursery nurses and classroom assistants and they make a valuable contribution to the quality of education provided.

- Arrangements for the professional development of staff are appropriate. Teachers have attended a suitable range of in-service training events.
- Good use is made of all available space within the school although there is a shortage of storage space for pupils' coats and bags. There are attractive displays of good quality around the school which are informative and celebrate pupils' achievement. Time is used well throughout the day.
- The outdoor play area for the under-fives provides a safe, attractive and stimulating environment.
- There are no convenient toilet facilities for the use of pupils in the mobile classrooms and they have to walk a considerable distance to access the toilets in the main block.
- The school is well resourced in all areas of the curriculum although the range of large mobile toys for use by Early Years children outdoors is limited. Resources are stored efficiently, are easily accessible and well used.
- The non-teaching staff, including midday supervisors, provide very effective support and the caretaker and cleaning staff maintain the accommodation to a high standard.
- Access to one of the mobile classrooms for pupils and adults with physical disabilities is inadequate and the ramp to the yard is steep and slippery underfoot.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. Overall, the standards of achievement for nursery pupils (3-4 year olds) and reception (4-5 year olds) are good with some very good aspects.

There is a bilingual nursery, a nursery and reception class where children are taught through the medium of Welsh, and a reception and year one class where children are taught through the medium of English. Good use is made of classroom assistants in all classes to promote the children's learning.

Good features

Language, literacy and communication skills

- In the bilingual nursery class (3-4 year olds), standards in language and literacy are very good. Children listen attentively and respond well to teachers' instructions. They enjoy listening to stories, sitting quietly. Children from English speaking homes make good progress in learning Welsh as a second language in the nursery. Nursery children identify

some sounds and letters, name words and give initial sounds to some objects. They use pencils, crayons, and paint to mark for different purposes.

- In the reception classes (4-5 years old), standards of literacy are good, with some very good aspects. Children respond well to stories and songs, express their needs and opinions effectively and make appropriate choices. Their early reading and writing skills are developed successfully. Children see and use books and other forms of written resources frequently. They form letters carefully and develop their early emergent writing skills well. More able children write sentences independently using familiar sentence patterns and key words given to them.

Mathematical development

- In the Nursery, standards are good. Children count confidently to five and 10, explain how many objects they can see and begin to recognise numbers. They use simple mathematical language dealing with size, position and shape in relevant contexts and find them in the environment. They identify and recreate basic patterns, arrange and pair shapes and objects, sort them and put them into a simple order with confidence. They understand the concepts of full/empty, more/less, lighter/heavier. They use ICT skills to develop number skills, arrange objects according to shape, pattern and colour. They show good control of the mouse and understand how to move objects on the screen.
- Standards in the reception classes are good with very good aspects. Children's early mathematical skills are developing very well through number rhymes, stories and songs and counting games. They develop their knowledge and understanding of mathematics effectively through practical activity, exploration and discussion. Practical work in mathematics extends children's understanding and experience of their environment in meaningful ways. They represent their work in a variety of ways using objects, pictures, diagrams, words and symbols. They are developing appropriate mental strategies very well in whole class situations.

Personal and social development

- Nursery children have settled in the class happily and formed a close relationship with adults and children in the school. They enjoy a wide range of structured play activities, which promote their social and intellectual development. They behave appropriately and play and co-operate contentedly with their friends. They work well within a whole class, group or individual situation. They concentrate and persevere for appropriate periods of time in their playing and learning, asking for help when it is needed. They share well, wait their turn and respond positively to a range of new experiences. Children undress and dress themselves with increasing confidence and they take appropriate responsibility for personal hygiene.
- Reception children show fondness and respect towards one another and the animals kept in the school environment. Children express personal feelings and show curiosity and confidence when investigating their environment and caring for plants in the classroom and school garden. Pupils concentrate for increasingly long periods and have good self-esteem. They are developing an awareness of themselves, their relationships with others and the natural world around them. Children respect the opinions and beliefs of others and express their own opinions and feelings with sensitivity and imagination. Reception

children are becoming increasingly independent, for example, taking their own initiative when completing a chart of what fruit they wanted to buy in the school shop.

Knowledge and understanding of the world

- Nursery children's knowledge and understanding of the world are good. They recognise and name animals and speak confidently about things in their environment when discussing the use made of buildings and land on the farm. Children use the sensory corner effectively. They enjoy the different sounds, coloured lights, textures and reflective surfaces. Children care for the plants in the school garden, watering the plants and vegetables independently. Pupils' knowledge and understanding of past events and the work people do are developing effectively. They are developing an understanding of the value of money and use coins effectively in supervised structured play in the class shop.
- Reception children demonstrate a good basic knowledge and understanding of materials and their properties. They use the correct terminology to describe some materials e.g. transparent. They name insects and sort them successfully into ones that can or cannot fly. They take part in practical activities outside and inside the school buildings, showing increasing control. Children recognise important places and are beginning to differentiate between present and past. They understand the importance of caring for the environment, looking after the body and cleanliness. They name the main parts of the body and follow simple directions successfully. Pupils are beginning to understand the use of information technology such as computer programs to enhance their knowledge and understanding across the six areas of learning.

Physical development

- Nursery children use a variety of small and large apparatus with increasing confidence. They use pencils, crayons and paintbrushes and a variety of equipment carefully. They take advantage of the play equipment which is available both inside and outside the school buildings. Children practise their climbing skills effectively on the colourful climbing apparatus in the school ground. They develop increasing physical control, balance and suitable co-ordination. They use equipment safely and are developing a responsibility for tidying up and putting things back in their proper place.
- The physical development of reception children is good. Children are developing an understanding of the concepts of health, hygiene and safety, and understand the importance of diet, rest, sleep and being active. Their physical control, mobility, awareness of space and a range of manipulative skills are being developed effectively through outdoor activities which also develop their understanding of the scientific concepts of forces in pushing and pulling. Children move and play creatively and safely. Fine motor movements are being developed well through a variety of pre-writing activities and the use of a limited range of tools and materials to make simple products.

Creative development

- Nursery children derive great pleasure from participating in creative activities, which are based on the theme for the term. Children draw independent pictures and paint figures and animals they can recognise. They experiment effectively when making simple choices in relation to colour and medium. Children respond well to the rhythm of music.

They enjoy singing and know a good collection of rhymes and songs. They clap hands and using percussion instruments to accompany a song or story. They experience great pleasure when joining the other early years classes to sing songs and nursery rhymes. They take pleasure in celebrating their own and other people's successes.

- Reception children use a variety of materials to create collages, murals and wall displays which are displayed around the school. Pupils are given relevant and interesting experiences linked to the topics being studied, which help them develop their imagination and creativity. When investigating the natural and man made environment, pupils communicate and express their imagination and creativity successfully using a variety of resources. Reception children are becoming aware of a range of music including the music of Wales and that of famous composers. Children enjoy making their own music by using their voices and percussion instruments to perform and improvise in response to different stimuli.

Shortcomings

There are no significant shortcomings.

Welsh

Overall the standard of achievement is good in KS1.

Good features

- The pupil's listening skills are well developed across the key stage. Pupils listen attentively to the teachers and to other's point of view in discussions and the majority respond appropriately.
- The pupils enjoy books and are eager to read the big books with the teachers. Some pupils read fluently. Others self-correct when reading and build words using their phonic knowledge. They make an effort to read with expression and the best succeed in doing so, reading fluently and with enthusiasm. They talk about characters and events quite well.
- Good progress is apparent in the younger KS1 pupils' writing. They write for a variety of purposes including descriptions, lists and diaries. Older pupils expand the range of their work to include letters, portrayals, imaginary stories and dialogues. They punctuate accurately on the whole and the spelling, when not correct, is plausible. Older pupils write independently and produce interesting ideas.

Shortcomings

- Only a few descriptive words are used, and those by a minority of pupils, in order to enrich their written work.
- Pupils do not join letters when writing.

English

Standards of achievement are good in KS1.

Good features

- Standards in speaking and listening are good, and pupils communicate clearly, confidently and with increasing accuracy. Some pupils use extended language when responding to teachers and visitors. KS1 pupils express an opinion intelligently.
- Pupils participate effectively in role-play. They improvise well, using language which is appropriate to the role and situation. Children indicate thoughtfulness about the moral of the story being acted. Most pupils speak with clear diction, appropriate intonation and different voices for the various characters.
- Pupils read an appropriate range of reading material, including their own work, clearly and with expression. They respond to stories and poetry with enthusiasm and interact well with the class-teacher during the whole class presentation.
- They understand and talk about characters and events in stories, using appropriate terminology. They ask relevant questions which indicate thoughtfulness about the matter under discussion, predict outcomes and discuss possibilities sensibly.
- The more able of the younger pupils produce extended pieces of written work of a good standard. In upper KS1, pupils write for a range of purposes. Ideas are developed appropriately within sentences, demarcated by capital letters and full stops. Children attempt to spell words independently and where there are inaccuracies, the words are phonetically plausible.
- Handwriting in most cases is legible and children form their letters neatly.
- The least able in KS1 make good progress with the support of the SENCO who withdraws from classes small groups of pupils who need help.

Shortcomings

- Standards of achievement are impaired when a small minority of the children become restless and lack concentration.

Mathematics

Standards of achievement are good in KS1.

Good features

- Pupils have a good facility for mental calculation.

- In KS1, pupils have a good knowledge and understanding of number. They count forwards and backwards up to 100, count to 100 in 10s and fives, and count forwards from a given number in fives and twos.
- They have good knowledge of addition and subtraction facts up to 20 and they use these accurately and confidently in mental arithmetic. They calculate numbers to the nearest 10.
- They competently use a variety of methods for adding and subtracting and they understand multiplication patterns. They understand and use symbols in number sentences.
- Pupils accurately read and order numbers up to 1000 and they have a good understanding of place value.
- Pupils confidently handle sums of money up to two pounds.
- They identify odd and even numbers, and count accurately and confidently in both.
- Pupils have a good knowledge of fractions, and understand the relationship between one half and one quarter.
- Pupils have a good knowledge of shape and measure. They use various non-standard units to measure length and begin to use centimetres to measure small distances. They know that there are 100 centimetres in one metre.
- Pupils identify two-dimensional shapes well; they name them and list their features.
- They tell the time accurately using quarter and half an hour intervals.

Shortcomings

- Pupils are insecure in their knowledge of three-dimensional shapes.
- Pupils' data handling skills are underdeveloped.

Science

Standards of achievement are satisfactory in KS1.

Good features

- KS1 pupils respond well to a stimulating environment inside and outside the school buildings where they can observe plants growing over a period of time.
- Pupils describe the similarities and differences between materials. They accurately sort them into groups and separate them on the basis of simple properties. Their use of scientific vocabulary and terms is developing well.

- Pupils display enthusiasm and curiosity in their work. They show good progress in their knowledge and understanding of Life processes and Living things.
- Younger pupils differentiate clearly between living and non-living things. They find information about different types of plants and animals in the local environment through secondary sources.
- They understand well that plants need light and water to grow; and recognise and name the leaf, flower, stem and root of flowering plants.
- The majority of older pupils understand that flowering plants grow and produce seeds, which, in turn, produce new plants.
- Pupils have a growing understanding that taking exercise and eating the right types and amount of food help humans remain healthy.
- The majority of pupils discuss their work confidently and record their work sensibly in words, simple sentences or pictures under suitable headings.
- Pupils respond well to a range of computer programmes designed to develop and consolidate their concepts in science.

Shortcomings

- The ability of some older pupils to explore and investigate scientific concepts independently is underdeveloped.
- Pupils' ability to express ideas through a variety of media is underdeveloped.

Welsh second language

Overall, standards of achievement are good in KS1.

Good features

- In KS1, pupils have a sound grasp of a number of basic language patterns such as '*Ble mae...?*' '*Ydy...?*' and '*Oes...?*' They answer correctly, usually using single word answers.
- They use their knowledge to respond appropriately to simple questions such as '*Pwy sy'n hoffi?*'
- Pupils discuss the weather using appropriate vocabulary and sentence patterns. They sustain a simple dialogue with the teacher and during role play.
- They count confidently to 20 and know the names of colours in Welsh.

- They have a reasonable vocabulary which they use when greeting one another and visitors. They know and respond appropriately to a number of instructions which they are given during the course of the day.
- They use the appropriate vocabulary for the time of day, '*bore*,' '*prynhawn*.'
- They confidently read excerpts from a story book with the teacher.
- Pupils complete accurately a number of written exercises to consolidate their knowledge of sentence patterns and vocabulary.

Shortcomings

- Some pupils confuse some sentence patterns, for example, those involving '*Oes*' and '*Ydy*.'

Design and technology

Standards of achievement are good in KS1.

Good features

- Younger pupils conduct thorough research into food, identifying those items which are healthy and unhealthy. They have a good knowledge of food produced in Wales. They compare different types of bread before designing, making and evaluating sandwiches, having first watched a professional sandwich-maker at work.
- They carefully design and make fridge magnets which are attractively finished and honestly evaluated.
- Pupils design and make useful desk-tidies, amending the design during the making process. They apply colourful paints to the finished product and carefully evaluate their work.
- Older pupils in KS1 research various techniques and materials before designing and carefully making attractive hand-puppets.
- They look at the components of moving vehicles before designing and making their own very good models, for example, of buses, limousines and lorries with wheels and axles..
- They understand how simple pins can be employed to facilitate movement and apply this knowledge effectively to make creatures, for example, caterpillars, with parts which move.

Shortcoming

There are no significant shortcomings.

Information technology

Standards of achievement are good in KS1.

Good features

- Pupils use information technology equipment and software with confidence and apply their knowledge and skills well to support other subjects across the curriculum.
- Pupils know the desktop well and use a range of icons confidently and independently.
- Pupils manage the mouse confidently and follow instructions on the screen. They operate a variety of software well, including modelling programs such as Logo.
- They load CDs competently and open and close a program independently.
- Pupils understand the keyboard well and compose text directly onto the screen. They adapt their work through competently adding and deleting text and changing the font size, style and colour, and then save it.
- They use painting programs skilfully and confidently to make pictures. They use a publisher program well and import images into their text.

Shortcomings

There are no significant shortcomings.

History

Standards of achievement are good in KS1.

Good features

- KS1 pupils' awareness of chronology is developing well. They refer to some differences between the present and the past by discussing events in their own lives and comparing them with what happened in the lives of other family members in the past.
- Pupils listen attentively to historical presentations and respond well to questioning. They show interest and develop a good understanding of how people lived years ago, and the feats they accomplished.
- Pupils demonstrate a good knowledge and understanding of the main events in the story of William Morgan and his translation of the Bible into Welsh.
- Pupils benefit from educational visits to places of historical interest, such as Carmarthen Museum.

- They gain a good insight into the past and an awareness of different types of historical sources through looking at a collection of interesting books and artefacts. This further develops their understanding of the issues relating to the period being studied.
- Through their study of homes, pupils develop appropriately their understanding of the concepts of past and present. Pupils discuss sensibly the materials used to build houses hundreds of years ago.
- Pupils ask appropriate questions to extend their knowledge of chronology, change, evidence and interpretation. They convey their information accurately and neatly through pictures, labels and simple records.
- Pupils develop a good understanding of the cultural, historical and linguistic characteristics of Wales through their studies of Welsh history.
- They develop key skills well through their study of history. For example, the use of ICT, mathematical understanding through the use of timelines, reading and spelling skills through the use of subject specific word cards and problem solving skills through relevant word searches and crosswords.

Shortcomings

- Pupils' ability to use independent historical enquiry skills is underdeveloped.

Geography

Standards of achievement are good in KS1.

Good features

- Pupils' knowledge of their local area is developing well in KS1. They talk confidently about their area, naming its main physical and human characteristics.
- Pupils' geographical skills are enhanced through observing and gathering evidence during field studies, and they successfully adopt an enquiry approach when undertaking practical activities and exploring the locality.
- KS1 pupils have a basic knowledge of a locality outside their own area.
- Pupils' understand how to use reference marks, and their mapping skills are developing well.
- Pupils' geographical vocabulary is developing consistently, and Year 1 pupils increasingly develop their skills of communicating through writing about their environment.
- Pupils respond well to questions about visits to a farm. They accurately list things which grow on the farm and draw and label correctly what can be made out of milk. The less

able pupils indicate the source of certain foods by matching relevant pictures, for example, egg / chicken.

- Pupils demonstrate a satisfactory awareness of the environmental characteristics of Wales. Pupils respond well to the incidental use of Welsh during geography lessons.
- They use ICT effectively to develop and practise geographical skills through the use of relevant software.

Shortcomings

- KS1 pupils' research skills are underdeveloped and they do not make sufficient use of resource material in the school library.

Art

Standards of achievement are good in KS1.

Good features

- Pupils create an appropriate variety of pictures and collages in various media of the local environment which are displayed attractively around the school.
- Pupils' ability to experiment with colour, tone, pattern, shape, form and texture is developing well across the school.
- In KS1, pupils make regular and effective use of pencils, crayons, felt pens, chalk, and paint in a number of contexts, often cross-curricular. They take pleasure in visual communication and some of their drawings are very detailed.
- They produce effective self-portraits, drawing outlines and positioning the nose, eyes, mouth and ears correctly.
- Pupils understand well the term 'repeating pattern' and produce some interesting work on patterns.
- Pupils effectively develop their knowledge of Welsh artists through observing, appreciating and evaluating their work.
- Older pupils use a variety of techniques competently to design decorative plates.
- Good use is made of ICT as a medium for making pictures and patterns.
- Pupils develop their knowledge of such artists as Van Gogh by studying his work and carefully mixing and applying paint to achieve a similar effect in their own paintings.
- They discuss their own work with pleasure and demonstrate a good understanding of artistic elements when evaluating completed pieces of work.

Shortcomings

There are no significant shortcomings.

Music

Standards of achievement are good in KS1.

Good features

- Pupils have a good sense of rhythm and accurately clap a beat, using parts of the body.
- They use a variety of objects to create sounds which represent the seaside. They use untuned percussion instruments and voices effectively in unison to perform their composition.
- Pupils understand the concept of musical sounds being recorded as symbols on a score and follow these carefully to give a class performance.
- Pupils recall in detail the pieces of music which they have heard, for example, Pachelbel's Canon, and name the instruments used in certain sections.
- They interpret music well, identifying the mood and using musical clues to suggest appropriate titles.
- Pupils sing clearly, demonstrating a good understanding of pitch, dynamics and pace. Their singing of modern Welsh hymns enhances the atmosphere in morning assemblies.

Shortcomings

There are no significant shortcomings.

Physical education

Standards of achievement are satisfactory in KS1.

Good features

- Pupils understand the effect of exercise on the body, for example, that more oxygen needs to be taken in to the lungs, and so the breathing becomes deeper.
- Generally, pupils use space well and are aware of their position in relation to others.
- They demonstrate good control over their bodies, while walking, running or skipping around the hall.
- The majority throw and catch a ball accurately, displaying good hand-eye co-ordination. Pupils work well in pairs, transferring a ball accurately from one to another.

- Some pupils demonstrate good ball control as they catch and bounce a ball.
- Some pupils interpret music well and respond with good creative movements to represent life in and under the sea.

Shortcomings

- Some pupils' batting technique and ball control are underdeveloped.
- Lack of concentration and effort by some pupils impair their standards of achievement.
- Pupils do not always evaluate their work and that of others in order to improve their performance.

Religious education

Standards of achievement are good in KS1.

Good features

- Pupils listen attentively to Biblical stories, for example, the story of Daniel, and appreciated that the king was a complex person – sometimes unpleasant and nasty and sometimes kind and compassionate.
- Pupils appreciate the opinions of others and respond well to questioning on religious matters, communicating their ideas confidently.
- They are beginning to develop an awareness of feelings and how people respond to life experiences. These are reflected in their behaviour and their values.
- Pupils have developed some knowledge of religious leaders, stating that ministers are leaders in chapels and vicars are leaders in churches.
- They have a good understanding of different beliefs and know that they have their special festivals, such as Divali, the Hindu festival. They understand the significance of Diva lamps.
- Pupils write a variety of personal prayers to a good standard.
- Pupils offer sensible suggestions on how the world was made. A number of pupils know the story of Adam and Eve and discuss the 'Garden of Eden' and what was to be found there.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has made good progress in addressing the key issues identified in the last inspection report.

1. Maintain good standards and raise standards in subjects that are satisfactory.

Standards in the three subjects judged to be satisfactory in the last report are now good. However, standards in science and physical education which were judged to be good are now satisfactory.

2. Improve pupils' Welsh oral skills in the English stream.

Standards of achievement in Welsh second language are now good overall and pupils' oral skills are generally good.

3. Implement the requirements of the SEN Code of Practice.

The school now fully complies with the requirements of the new Code of Practice.

4. Update the SDP to indicate the main priorities in the short term and their financial obligations in full.

The current SDP indicates clearly the school's priorities, and the annual action plan is a structured document which is well costed.

5. Ensure that the school prospectus and governors' annual report conform fully with the statutory requirements.

The school prospectus is an attractively presented and easily read document which meets statutory requirements. However, the governing body's annual report for parents lacks some items required by the NAW.

6. Provide a secure boundary to the site, ensure that the school gates are closed during the day, and continue the efforts to improve safety standards at the entrances when pupils arrive and leave the school.

All these requirements have been met except for the school gates which remain open to provide easy access for the many people who have cause to visit the site during the day. However, the building of a new boundary fence means that the whole of the area used by pupils is fully enclosed, secure and separated from that adjacent to the school gates. Arrangements for the care of pupils at the beginning and end of the school day are good.

8.2 Key issues for action

In order to build upon its strengths, the school needs to:

- raise standards in the subjects judged to be satisfactory and address all the shortcomings in the report;

- ensure that all available data are analysed effectively and used to set appropriate and challenging targets for improvement;
- further develop its monitoring arrangements as part of a structured programme of school self-evaluation;
- ensure that the governing body's annual report meets statutory requirements;
- maintain the high proportion of good and very good teaching and disseminate this good practice throughout the school.

APPENDIX

A. Basic information about the school

Name of School	Llangennech Infant School
School type	LEA maintained/ Community
Age-range of pupils	3 – 7 years
Address of school	Heol Maesydderwen Llangennech Llanelli
Post-Code	SA14 8YB
Telephone Number	01554 820230

Headteacher	Mrs J Clarke
Date of appointment	1 September 2003
Chair of Governors/ Appropriate Authority	Mr T. G. Lewis
Registered Inspector	Mr R Jones
Dates of inspection	24 – 27 May 2004

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	49	31	34	51					165

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0	7

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil : adult (fte) ratio in nursery classes	12.5:1
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	95	96	-	95
Term 2	92	93	-	93
Term 3	92	95	-	94

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum assessments and public examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 44					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	21	71	7	0
		National	0	4	14	63	20	0
EN: Reading	Teacher Assessment	School	0	0	21	57	21	0
		National	0	4	14	55	27	0
EN: Writing	Teacher Assessment	School	0	0	21	71	7	0
		National	0	5	14	69	11	0
EN: Speaking and listening	Teacher Assessment	School	0	0	36	57	7	0
		National	0	3	12	63	22	0
WELSH	Teacher Assessment	School	0	0	0	100	0	0
		National	1	1	11	64	23	0
WE: Oracy	Teacher Assessment	School	0	0	3	97	0	0
		National	1	2	12	63	22	0
WE: Reading	Teacher Assessment	School	0	0	3	83	13	0
		National	1	3	17	59	21	0
WE: Writing	Teacher Assessment	School	0	0	0	100	0	0
		National	1	3	20	65	10	0
MATHEMATICS	Teacher Assessment	School	0	0	2	77	20	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	0	9	86	5	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	91	In Wales:	79

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.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

D. Evidence base of the inspection

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

- pre-inspection meetings were held with the head, teachers, parents and governing body to discuss the life and work of the school;
- 48 questionnaires were completed by parents and they were analysed thoroughly;
- school policies and documents were studied before the inspection;
- discussions were held with the head and the curriculum co-ordinators;
- 52 teaching sessions or parts of sessions were observed;
- the inspectors listened to pupils reading and their work in all subjects was inspected and discussed with them;
- attendance registers, pupils' records and teachers' planning files were inspected;
- the inspectors were present during each whole-school act of collective worship;
- 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	RgI	1. Context 2. Main findings 3.1 Educational standards achieved by pupils 5.1 Teaching 5.3 Curriculum 6.2 Leadership and efficiency 6.3 Staffing, accommodation and learning resources. 8.1 Progress since the last inspection 8.2 Key issues for action	Welsh Mathematics Welsh second language Design and technology Information technology Music Physical education
Mrs N Williams	Team	3.2 Standards achieved in key skills across the curriculum 4.3 Attendance 5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils' welfare 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement	Children under five English Science History Geography Art Religious education
Mr E James	Lay	4.1 Pupils' spiritual, moral, social and cultural development 4.2 Behaviour and attitudes 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 head and all the staff for the co-operation and courtesy they received during the inspection.