

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

**Llangennech Junior School  
Pontarddulais Road  
Llangennech  
Llanelli  
SA14 8YB**

**School Number: 669/2130**

**Date of Inspection: 28 - 30 September, 2004**

**by  
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WO83/16211**

**Date: 30 November, 2004**

**Under Estyn contract number: T/48/04P**

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Llangennech Junior School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school.

The inspection of Llangennech Junior School took place between the 28 – 30 September, 2004. An independent team of inspectors, led by Miss D. 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

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

Llangennech Junior School is situated in the village of Llangennech on the outskirts of the town of Llanelli, Carmarthenshire. The school serves the village and the immediate area. There are 181 pupils, aged between 7 and 11 years of age, on the school register.

The school's natural catchment area is neither prosperous nor economically disadvantaged. 14.9% of the pupils are registered to receive free school meals; this figure is below the county average.

The school has pupils from the full ability range. 24.9% of pupils are designated as having special educational needs [SEN], including two pupils for whom a statement of SEN has been produced. This percentage is above the national and county average.

English is the main language spoken in the homes of 88% of pupils. By now, approximately 52% of pupils speak Welsh to a first language standard.

The school provides education through the medium of Welsh or English in two separate streams and is therefore listed in the linguistic category A/B as defined by the local education authority (LEA). There are four classes in the Welsh stream with pupils being taught through the medium of Welsh and English, and three classes for whom English is the main medium of teaching with pupils learning Welsh as a second language. A significant number of pupils who come from homes where Welsh is not spoken attend the Welsh stream.

The school was last inspected in 1998. The headteacher has been in post since May 1983.

### The school's priorities and targets

The school's major priorities and targets for 2004-2005 include:

- to continue to improve standards in literacy and numeracy;
- to extend pupil target setting;
- to develop the role of subject co-ordinators;
- to extend the performance management of staff.

## Summary

1. Llangennech Junior School achieves its aims of creating a supportive, caring environment where pupils are valued and helped to develop positive attitudes to learning. The school has continued to improve standards since the last

inspection. The inspection team agreed with most of the judgements made by the school in the self-evaluation document.

### Table of grades awarded

2. The inspection team judged the school's work as follows:

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

### Standards

3. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	13%	78%	9%		

### Subjects

4. In the subjects inspected, pupils' standards of achievement are as follows:

Subject	Grade
Welsh	Grade 2
English	Grade 2
Mathematics	Grade 1
Information Technology	Grade 1
Art	Grade 2
Physical Education	Grade 2

5. Pupils make good progress in their learning and gain new knowledge, skills

and understanding consistently as they move through the school. In the subjects inspected, pupils achieve good standards. In mathematics and information technology, standards are good with outstanding features.

6. Pupils' development in the key skills of literacy, numeracy and information and communications technology (ICT) across the curriculum is uneven. In both streams, pupils' standards and progress in the key literacy skills of speaking, listening, reading and writing in English are good in all subjects. In the Welsh stream, pupils' standards in the key literacy skills in Welsh are good. In the English stream, pupils have an insecure grasp of Welsh vocabulary and sentence patterns and their ability to use the language learnt in a range of cross-curricular situations is limited.
7. Pupils achieve very good standards in using ICT across the curriculum. Overall, pupils make insufficient use of their numeracy skills in investigative tasks in other subjects.
8. In the Welsh stream, pupils' bilingual competency is good. In the English stream, pupils make insufficient use of the Welsh language and their bilingual competency is underdeveloped.
9. Pupils with special educational needs make good progress and achieve the targets set for them.
10. Most pupils work well together and show very good development in their personal and social skills. They also show good skills in problem solving.
11. Pupils show good development in their creative skills throughout the school.
12. In 2004, pupils' attainment in the National Curriculum core subjects of English, Welsh, mathematics and science is above national and LEA averages. When compared with similar schools across Wales it is above average. In most years there has been a continuous improvement in the school's results. There are no significant differences in the performance of boys and girls.
13. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good. Pupils' ability to work more independently is improving.
14. Most pupils are well behaved. They have a good understanding of what is expected of them and they are considerate and courteous.
15. Pupils' understanding of equal opportunities issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society.
16. Attendance averaged 93% for the three previous terms. Apart from incidental absence for illnesses, term time holidays are noted as an ongoing problem.
17. Most pupils arrive at school on time. Punctuality during school hours is very

good.

18. Pupils have a good awareness of the world of work, and take a full role in community activities.

### The quality of education and training

19. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	75%	12%		

20. The percentage of good lessons is above the Welsh Assembly Government (WAG) target of 95% satisfactory or better and the percentage of very good lessons is above the WAG target of 50% good or better.
21. Teachers have good relationships with their pupils and have high expectations of them. They cater effectively for the learning needs of all pupils.
22. In the good and very good teaching observed:
- lesson objectives are clear and are shared with pupils;
  - initial teacher presentations are purposeful and reinforce previous learning;
  - tasks and activities consistently extend pupils' learning;
  - skilled questioning enables pupils to explore issues in increasing depth;
  - there is good use of a variety of resources, including ICT, to stimulate and support pupils' learning.
23. Where the teaching is less effective, the work is too teacher directed and pupils are given too few opportunities to develop their own ideas and methods of working.
24. Pupils' progress in the core subjects of Welsh, English, mathematics and science is regularly assessed and teachers maintain comprehensive records of pupils' achievements. Assessment outcomes are shared amongst the staff but are insufficiently used to plan future teaching and learning. Pupils' progress in the non-core subjects is not formally assessed. The annual reports to parents conform to statutory requirements. They note pupils' achievements and skills in every subject, and include appropriate comments about their personal and social development.
25. The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum. There is appropriate provision to ensure that pupils acquire the necessary basic and key skills. Whole school planning to extend the key skills of literacy, numeracy and ICT across the curriculum is underdeveloped.

26. Positive learning experiences effectively promote pupils' spiritual, moral, social and cultural development. Parental links and partnerships with other schools are good. The school's equal opportunities policies ensure equality of access and opportunity for all.
27. Provision for pupils with SEN is good and meets the requirements of the Code of Practice.
28. The school has installed a number of security systems including surveillance cameras and digital locks on exterior doors. However, the school boundary is open to the road on the west side and school gates are kept open. This is a health and safety issue, which has been discussed with the governing body.

### **Leadership and management**

29. The school is well led. The head teacher's management is purposeful and offers the school a clear sense of direction. His personal commitment and values are known to staff, governors and parents, and are well reflected in the work of the school. He is effectively supported by the deputy headteacher.
30. The staff appraisal system promotes teachers' continuous professional development effectively.
31. Appropriate self-evaluation processes are in place but the leadership role of subject co-ordinators is underdeveloped.
32. The school development plan is a comprehensive document that clearly sets out the school's priorities. The self-evaluation report, produced by the school before the inspection, is of a good standard. It is concise and clearly identifies the strengths and some areas where improvements are needed.
33. The governing body is very supportive, well informed and involved in the life of the school. Governors help to set the school's strategic direction and are developing their role in monitoring the quality of provision and pupils' standards of achievement.
34. The school has made good progress since the last inspection. Most of the key issues have been effectively addressed, but issues relating to the assessment of pupils' progress in the non-core subjects and the need to develop monitoring procedures remain to be addressed further. In the subjects inspected, the school has retained the good and very good standards and improved standards further in aspects of the work.
35. There are enough suitably qualified and experienced teachers and support staff to carry out the work of the school. There is very good investment in resources and equipment for all subjects. They are of good quality and are used effectively. The school buildings and site are very well maintained and

comfortably accommodate the number of pupils on roll. Facilities, such as the school hall and the gymnasium, are extensively used during the school day and for extra curricular activities. There is very good use of the local environment, the community, and educational sites such as art galleries, to enrich pupils' learning.

## Recommendations

36. In order to improve, the school needs to:

- maintain the good standards with outstanding features, improve further the areas judged good, and address the shortcomings identified in aspects of the work;
- establish a whole school strategy to extend pupils' key skills across the subjects;
- make greater use of assessment procedures in planning the teaching and learning across the curriculum;
- develop further the school self-evaluation system and strengthen the leadership role of the subject co-ordinators;
- work with the LEA to risk assess and address the health and safety issue of the perimeter fence brought to the attention of the school and the governing body.

## Standards

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

Grade 2: Good features and no important shortcomings.

37. The findings of the inspection team match the school's self-evaluation in that the school judged this key question as Grade 2.

38. In the lessons inspected, pupils' standards of achievement are as follows:

<b>Pupils' standards of achievement</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	13%	78%	9%		

39. In the subjects inspected, the standards of achievement are as follows:

<b>Subject</b>	<b>Grade</b>
Welsh	Grade 2
English	Grade 2
Mathematics	Grade 1
Information Technology	Grade 1
Art	Grade 2
Physical Education	Grade 2

40. Pupils make good progress in their learning and achieve agreed learning targets and goals. They gain new knowledge, skills and understanding consistently as they move through the school. In the subjects inspected, pupils achieve good standards. In mathematics and information technology, standards are good with outstanding features.
41. Pupils with special educational needs make good progress and achieve the targets set for them.
42. Pupils' development in the key skills of literacy, numeracy and information and communications technology (ICT) across the curriculum is uneven. In the Welsh stream, pupils' standards and progress in speaking, listening, reading and writing in Welsh and English across the curriculum are good. In the English stream, pupils' standards in the key literacy skills in English are good. Pupils have an insecure grasp of Welsh vocabulary and sentence patterns and their ability to use the language in a range of cross-curricular situations is limited.
43. Pupils achieve very good standards in using ICT in their work across the Curriculum. Overall, pupils make insufficient use of their numeracy skills in investigative tasks in other subjects.
44. In the Welsh stream, pupils' bilingual competency is good. In the English stream, pupils make insufficient use of the Welsh language and their bilingual competency is underdeveloped.
45. Most pupils work together effectively and show very good development in their personal and social skills. Pupils relate very well to each other and to adults.
46. Pupils' learning skills are good. They show good development in their creative and problem solving skills.
47. In general, pupils are aware of their strengths and weaknesses and what they need to do to improve. They are aware of the targets set by teachers and strive hard to achieve them. In the best practice, pupils evaluate their progress and can discuss what they have to do to improve.
48. In 2004, pupils' attainment in the National Curriculum (NC) core subjects of

English, Welsh, mathematics and science, was above the LEA and national averages. When compared with similar schools across Wales, the school's results are above average. In most recent years there has been a continuous improvement in the school's results. There are no significant differences in the performance of boys and girls.

49. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good.
50. Pupils work hard in lessons, readily join in the range of activities provided and show enthusiasm for their work. Pupils' ability to work more independently is improving and is good in those classes where pupils are encouraged to use their knowledge and skills in undertaking independent research and investigative tasks, including homework projects.
51. Most pupils are very well behaved. They have a clear understanding of what is expected of them and are considerate and courteous. They move around in an orderly manner and exercise a high degree of self-discipline. This responsible attitude has a positive effect on the progress they make.
52. Pupils' awareness of equal opportunities issues is developing well and they have respect for the diversity of beliefs, attitudes and cultural traditions within society. Specific projects and visiting speakers ensure that diversity is acknowledged and understood positively.
53. Visits to the local community and to places of interest help to broaden pupils' understanding of their own community. Links with local businesses provide good opportunities for the pupils to develop a broad and positive understanding of the world of work.
54. Attendance averaged 93% for the three previous terms. Apart from incidental absence for illnesses, term time holidays are noted as an ongoing issue and problem. Most pupils arrive at school on time. Punctuality during school hours is very good.

## **The quality of education and training**

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

Grade 2: Good features and no important shortcomings.

55. The findings of the inspection team match the school's self-evaluation in that the school judged this key question as Grade 2
56. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	75%	12%		

57. The percentage of good lessons is above the Welsh Assembly Government (WAG) target of 95% satisfactory or better and the percentage of very good lessons is above the WAG target of 50% good or better.
58. In the lessons inspected, the quality of the teaching and the educational provision meets pupils' needs and the requirements of the national curriculum (NC). Teachers have a good relationship with their pupils and have high expectations of them.
59. Teachers have good subject knowledge, which they use well to plan their work for the term. They prepare their lessons thoroughly and make good use of a range of teaching methods that match lesson objectives. Lessons proceed at a good pace and plenary sessions are used effectively to monitor and review pupils' progress.
60. In the good and very good teaching observed:
- lesson objectives are clear and are shared with the pupils;
  - initial teacher presentations are purposeful and reinforce previous learning;
  - tasks and activities consistently extend pupils' learning;
  - skilled questioning enables pupils to explore issues in increasing depth;
  - there is good use of a variety of resources, including ICT, to support and develop pupils' learning.
61. Where the teaching is less effective, the work is too teacher directed and pupils are given too few opportunities to develop their own ideas and methods of working. In the English stream, pupils' bilingual competency is insufficiently developed.
62. Pupils' progress in the core subjects is regularly assessed and there is effective use of appropriate tests, including standardised tests, to check pupils' progress as they move through the school. The data collected is shared amongst the staff but its use in planning future teaching and learning is underdeveloped.
63. There is no formal assessment in the non-core subjects. Pupil portfolios of work have been compiled in some subjects, but the samples have not been levelled against NC standards to assist teachers assess pupils' progress.
64. Teachers keep comprehensive records of pupils' achievements, including performance in national tests and tasks, and other standardized assessments. The records also include indications of pupils' personal and social development.
65. The statutory requirements for the regular assessment, recording and review of the needs of pupils with SEN are met and teachers monitor pupils' progress well.

66. Pupils work is conscientiously marked but teachers infrequently include written comments that explain to pupils how they can improve the quality of their work. In general, pupils do not evaluate their own work sufficiently.
67. The annual reports to parents conform to statutory requirements. They note pupils' achievements and skills in every subject, and include comments about their personal and social development. The reports provide clear guidance on what pupils need to do to make progress. Parents value the meetings with staff to discuss their children's progress.

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

Grade 3: Good features outweigh shortcomings.

68. The findings of the inspection team do not match the grade 2 judgement made by the school in its self-evaluation report.
69. The school responds well to pupils' learning needs and interests and provides equal access to a broad and balanced curriculum. Provision conforms with the requirements of the NC and religious education.
70. There is a whole school approach to long and medium term planning which promotes progression and continuity in the NC subjects. Teachers' short term planning does not always identify lesson objectives or the provision for pupils of different ages and abilities within classes.
71. There is appropriate provision to ensure that pupils acquire the necessary basic and key skills, but there is a lack of whole school planning to extend pupils' key skills across the curriculum.
71. Pupils' bilingual competency is successfully developed in the Welsh stream and pupils work effectively in Welsh and English. In the English stream, pupils work effectively in the English language but the provision to foster pupils' competency in the Welsh language is underdeveloped. Pupils contribute to the Welsh assemblies and take part in the Urdd eisteddfod. They show good understanding and respond positively when teachers use instructions and simple phrases during the school day, but the use and range of incidental Welsh varies from class to class.
72. In both streams, there is very good emphasis on studying the heritage and culture of Wales, especially in history, geography, art, religious education and music. Pupils' awareness and understanding of other cultures is actively promoted through the curriculum.
73. The school offers good opportunities for out of school learning that

Complement and extend the curriculum. These involve geography and history projects and regular visits to the local art gallery. School clubs, including a range of sport activities, successfully extend pupils' skills.

74. Learning experiences successfully promote pupils' spiritual, moral, social and cultural development. As a result, pupils have a clear sense of ownership and responsibility for the school and its environment. Collective worship makes a good contribution to pupils' understanding of moral issues and helps them to respect truth and justice.
75. The school makes good provision for pupils' personal and social education through initiatives such as the 'Circle of Friends', class-led morning services, group work, School Council membership and fund raising for charities.
76. Links with parents and other partnerships with the school are good. Parental involvement in supporting school activities and fund raising is effective. Parents greatly value the strong home/school links developed to improve pupils' reading. The school plays a prominent role in the local community and a good number of parents are enrolled on the courses offered at the school in ICT and Welsh.
77. The partnerships with the feeder infant school, the secondary schools in the area and other local primary schools are good.
78. There are good links with local industries and businesses that develop learning activities. These include the study of the benefits of recycling materials. Older pupils gain an understanding of business skills and decision-making through their work in running the school fruit shop and the stationery shop.
79. The equal opportunities policy reflects the school's strong commitment to equality of access and opportunity for all. Pupils feel valued. School rules and the civilized ethos encourage them to have respect for each other.
80. There is good provision for teaching sustainable development. Pupils study a range of issues linked to sustainability from local, national and global perspectives. They also participate in initiatives that are based on environmental improvement.
81. Pupils' learning experiences across the curriculum enable them to acquire a range of skills that are valuable in developing positive, life long learning attitudes. These include very proficient ICT skills, literacy skills and good personal and social skills. Pupils also show good skills in problem solving and working together. Pupils are involved in setting their own targets for improvement which develops their ability to plan and manage aspects of their own learning and behaviour.

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

Grade 3: Good features outweigh shortcomings.

82. The findings of the inspection team do not match the grade 2 judgement made by the school in its self-evaluation report.
83. The quality of care, support and guidance to learners is good. The school is a happy and caring community in which pupils feel valued. Effective policies are in place for promoting the health and well being of pupils. Support systems have been well integrated into the school's work to satisfy pupils' needs and to ensure equal opportunities. There was no evidence of bullying or aggressive behaviour during the inspection period.
84. There is a good relationship with parents, reflected in the very positive responses from most parents about the school in both the pre-inspection meeting, and the pre inspection questionnaires.
85. Teachers and support staff are fully aware of their responsibilities and carry these out effectively. Pupils are carefully supervised during playtimes, lunch breaks and at the beginning and the end of the school day.
86. The school has installed a number of security systems including surveillance cameras and digital locks on exterior doors. However, the school boundary is open to the road on the west side and school gates are kept open. This is a health and safety issue which has been discussed with the headteacher and governing body.
87. Registration periods are administered appropriately and are pleasant occasions. Attendance and punctuality are carefully monitored. A new pupil led audit and reward system is successfully improving attendance figures.
88. Effective policies and procedures for child protection, first aid, sex education, racial equality and fire prevention are all in place and known to all. Appropriate procedures are in place for dealing with appeals and complaints.
89. There are successful approaches to help new pupils settle in quickly to school and to provide additional support if necessary. All the indications are that pupils, regardless of the age they come to the school, adjust well to being there.
90. The quality of provision for additional learning needs is good. Provision for pupils with SEN is good and meets the requirements of the Code of Practice. Forty-five pupils receive SEN support. There are effective procedures to diagnose individual learning needs. Pupils' individual education plans are appropriately detailed and attainable targets are clearly noted in the planning. More able pupils' learning is effectively developed through suitable tasks.
91. In classes and during withdrawal sessions, teachers and support staff work

closely together to ensure appropriate support for SEN pupils. Pupils have full access to the curriculum and are fully integrated into the work and activities of the school. The school also works well with parents and outside agencies in reviewing the progress made by SEN pupils and in meeting specified needs.

92. The school monitors pupils' punctuality, attendance and behaviour and takes appropriate action where necessary.
93. The quality of provision for equal opportunities is good. Pupils have good opportunities to engage in issues of citizenship. Pupils value the School's Council, and their representatives take pride in their work. Class prefects undertake their responsibilities well. The work in a number of subjects, as well as in assemblies, includes topics where pupils learn about the importance for respect and tolerance. They are made aware of the diversity of cultures and beliefs and of the value of differences as well as similarities. This results in pupils having a good understanding of the need to respect others.

## **Leadership and management**

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

Grade 2: Good features and no important shortcomings

94. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
95. The school is well led. The headteacher's management is purposeful and offers the school a clear sense of direction. His personal values and commitment to improving standards are apparent to staff, governors and parents and are well reflected in the work of the school. The head is well supported by the deputy headteacher.
96. The school takes appropriate account of national priorities. The development of new ICT resources is helping more pupils to achieve higher standards. The School's Council helps pupils to contribute to and influence directly the decisions that affect them.
97. The staff appraisal system promotes teachers' continuous professional development and helps to improve the quality of the school's provision. Courses undertaken by staff have had a beneficial effect on provision and standards at the school.
98. The school's procedures for monitoring and evaluating the quality of provision and pupils' standards of achievement are underdeveloped. The current arrangements lack sufficient structure to initiate further improvements.
99. The school development plan (SDP) sets appropriate and realistic targets

in relation to a range of issues. Appropriate processes are in place for setting and reviewing targets and good progress is being made in addressing the main targets set. These processes are contributing to improving the quality of the educational provision. The budget is managed carefully and expenditure is closely linked to school priorities. On the whole, the school offers very good value for money.

100. The governing body is very supportive, well informed and involved in the life of the school. Governors know their roles and contribute effectively to strategic planning. Through discussions with staff and classroom visits, members play an increasing role in monitoring standards and quality.
101. The governing body meets regularly and fulfils all its regulatory and legal responsibilities.

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

Grade 3: Good features outweigh shortcomings.

102. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.
103. The head teacher, governors and staff are committed to improving standards and a number of appropriate processes are in place to monitor the educational provision. As yet, there is no whole-school system to evaluate more consistently and systematically the quality of provision and pupils' standards of achievement.
104. Regular staff meetings provide a useful forum for reviewing policies and new initiatives, and for discussing pupils' work and progress. Teachers evaluate their lessons and in the best practice clearly identify aspects that require further attention.
105. A detailed analysis is made of pupils' NC test results. The information gained is used effectively to improve provision in the core subjects. Pupil targets are set and assist pupils to improve the standard of their work.
106. Subject development responsibilities have been shared amongst the teaching staff and monitoring diaries record the nature of the support provided to colleagues. At present, co-ordinators do not have an overview of their subject throughout the school. Their role lacks sufficient structure to initiate improvements through monitoring pupils' standards of achievement and the quality of provision in the classrooms.
107. The SDP provides a useful structure for the development of the school. The action plans identify relevant aspects for review and include clear targets to bring about improvement. They include realistic time scales, qualitative and quantitative targets and also success criteria. Targets are costed and

supported with adequate allocation of resources. The headteacher, staff and governors are involved in identifying development priorities and in reviewing the progress made in meeting the targets set. The good actions taken have resulted in measurable improvements.

108. The budget is managed carefully and expenditure is closely linked to school priorities. The recent auditors' report indicates that there are good systems in place to plan and monitor expenditure.
109. Performance management is beginning to have a positive impact on the school. It is contributing well to the identification of the professional needs of staff. Staff training is having a positive effect on pupil standards.
110. The self-evaluation report, produced by the school before the inspection, is concise and clear and identifies strengths and some areas where improvements are needed. The inspection team agreed with the judgements made by the school in four of the seven key questions.
111. The school has made good progress since the last inspection. Most key issues have been addressed, but issues relating to the assessment of pupils' progress in the non-core subjects and the need to develop monitoring procedures remain to be addressed further.
112. In the subjects inspected, the school has retained the good standards and improved standards further in subjects such as mathematics and information technology.

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

Grade 1: Good with outstanding features.

113. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
114. Pupils are well supported by sufficient, suitably qualified and experienced teachers. The newly qualified teacher on the staff is well mentored by the deputy head and other colleagues.
115. There are good procedures to ensure that teachers work well together and deploy support staff effectively. Classroom assistants provide good quality support for individual and group work, mainly for pupils with SEN. There is good use of the expertise of a volunteer who regularly supports language teaching.
116. The school's administrative assistant fulfils daily duties and a range of other responsibilities efficiently. All ancillary staff make a valuable contribution to the life and work of the school.

117. There is a strong commitment to undertake continuing professional development. It is guided by the demands of the SDP or teachers' individual development needs. The good teaching seen in the school reflects the positive effect of training.
118. The school has a very good range of resources for all age groups and, in general, all subjects. Most of these are of good quality. Class libraries are well resourced. In the absence of a central library, additional fiction and non-fiction books are located appropriately in the corridors and foyer.
119. There is very good investment in equipment and resources for the networked computer suite, as well as interactive whiteboards, multimedia projectors and digital cameras. This is an outstanding feature of the school and is in line with the headteacher's commitment to developing inter-active learning. There is also very good investment in equipment and resources for creative and practical work. This enables the school to meet its aim of delivering a broad, balanced and varied curriculum.
120. The school building is very well maintained and comfortably accommodates the number of pupils on roll. The school hall is a suitable place for whole-school activities and the gymnasium is extensively used for school and extra-curricular activities. Classrooms and corridors, which contain colourful displays of a range of pupils' work, are bright and welcoming. The grounds include extensive grassed areas, well-maintained footpaths and a fenced hard court.
121. The school plans appropriately and acquires resources in line with its educational priorities and targets. Subject co-ordinators undertake regular audits of resource needs in all curriculum areas. The headteacher and governors regularly review school resource needs and update resources as required.
122. There is very good use of the local environment, the community and educational sites, such as museums and art galleries, to enrich pupils' learning. This is further enhanced by the contributions of visitors to the school, including the work produced by pupils under the guidance of artists in residence.
123. Resources are managed efficiently. Overall, the school provides very good value for money.

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

### **Welsh**

Grade 2: Good features and no important shortcomings.

### **Good features**

124. Pupils express themselves well using appropriate vocabulary to convey their ideas and opinions. They sustain concentration whilst listening to whole class presentations and they talk confidently with each other and with adults. They speak clearly and often at length when contributing ideas and comments in class discussions.
125. Throughout the key stage, pupils' reading skills develop well. They read a variety of books and at a level that corresponds to their age and ability. Most pupils read with meaning and good intonation. When reading fiction, they can discuss the story and elaborate upon the elements of the story that most appealed to them, expressing their views about the events described. When reading aloud in class or on stage in whole school assemblies, they read fluently, using clear pronunciation and good expression.
126. Pupils use dictionaries skilfully. They show a good appreciation of the literature presented in class and they can use the index, content and blurb of books to write reviews and to look for factual information.
127. Pupils write in a range of forms. They make good use of different language forms and are aware that idioms and comparisons improve their written work. As they progress through the key stage, they use punctuation correctly. Older pupils use more complicated sentence structures with an extended vocabulary. The most able pupils present interesting and lively content, using a variety of sentence constructions. Some of these pieces are of a very good standard.

### **Shortcomings**

128. Pupils do not always evaluate their work sufficiently to improve the quality and accuracy of their writing.

<b>English</b>
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Grade 2: Good features and no important shortcomings.

### **Good features**

129. Pupils listen attentively to the teacher and to other pupils' contributions. They respond well to questions, showing interest and understanding, which enhances their learning. They can recall the sequence and events of a story and facts introduced to them previously. They discuss their work with enthusiasm, and explain and describe appropriately.
130. Pupils read independently at levels appropriate to their age and ability. The

majority talk effectively about their favourite books and authors, offering sensible reasons for their choices.

131. Most of Y3 and Y4 pupils read simple books accurately and use punctuation to help them read with meaning. They respond well to questions about the text and characters. Y5 and Y6 pupils make good progress in their reading skills. They often read challenging fiction and a large number read fluently, accurately and with good expression.
132. Pupils use dictionaries and find information competently from different sources, including factual books and the Internet.
133. Pupils write in different forms and for different purposes including diaries, letters, book reviews, personal narratives and newspaper articles. The standard of pupils' written language is good. The great majority incorporate accurate punctuation and spelling in their work. The most able pupils use a mature style, with good use of vocabulary and syntax to write at some length. Some of these pieces are of a very good standard.
134. On the whole, pupils make appropriate progress in planning, drafting and re-drafting their written work, often making good use of ICT for the purpose. Handwriting is generally clear and neat.

### **Shortcomings**

135. A small minority of pupils do not pay sufficient attention to spelling and punctuation and this impairs the quality of their writing.

## **Mathematics**

Grade 1: Good with outstanding features.

### **Good and outstanding features**

136. Pupils make very good progress and understand key mathematical concepts across a wide range of topics. This is an outstanding feature of the work.
137. Pupils have a secure grasp of number and number processes. The great majority have a very good knowledge of place value and can calculate accurately using the four number operations. They have a good understanding of fractions, decimal numbers and percentages.
138. Pupils develop a good range of strategies for solving problems. They choose suitable mathematical techniques and can give well-reasoned explanations for their methods of working. They present their conclusions in a clear and organised way. This is an outstanding feature of the work.
139. Pupils have a good understanding of shape, space and measures. They

measure effectively and can express length, weight and capacity accurately. Pupils make sensible estimates. They have a good knowledge of the properties of shapes and can calculate the area of different shapes correctly.

140. Pupils handle a range of data effectively. They gather, interpret and present information making skilful use of graphs, tables and diagrams. They use their IT skills successfully to explore and represent data. Pupils understand and use relevant vocabulary associated with probability.
141. Pupils have a good understanding of mathematical terms and use them accurately and appropriately.

### **Shortcomings**

142. There are no significant shortcomings.

## **Information Technology**

Grade 1: Good with outstanding features.

### **Good and outstanding features**

143. Pupils use equipment and software purposefully, skilfully and confidently. They make very good use of the Computer Room where they work both independently and collaboratively on set tasks.
144. Pupils acquire and apply their knowledge and skills effectively in different contexts and to increasingly challenging situations. This is an outstanding feature of the work.
145. Pupils collect, access and interrogate information skilfully to support their investigations in their work across the curriculum. Older pupils can present information effectively in a range of forms incorporating text, pictures and sound.
146. Pupils use their skills well to organise, analyse and display data in different forms and for specific purposes. They use their skills effectively to promote creative work and to enhance its presentation.
147. Pupils know that computers play an important part in everyday life and can describe and comment on their use and value in different contexts.
150. Evidence of completed work demonstrates pupils' ability across a wide range of applications. This is an outstanding feature of the work.

### **Shortcomings**

151. There are no significant shortcomings.

## Art

Grade 2: Good features and no important shortcomings.

### Good features

152. Pupils make effective use of a wide range of materials, equipment and techniques to produce paintings, drawings and two and three-dimensional objects of a good standard.
153. Pupils understand concepts, such as texture, quality and tone, and succeed in using them skilfully in their work. They paint with increasing control, selecting colours that most effectively match the images they are creating. Their work frequently reflects accurate observation and attention to detail. They make very good use of ICT to record their imaginative creations in pictorial form.
154. Pupils emulate well the work of famous artists, including Welsh artists. By the end of the key stage, they demonstrate a detailed knowledge and understanding of the varied styles, and the ability to apply them to their own work.
155. Both in school and at the local art gallery, pupils co-operate effectively with local artists to produce work of a high standard.

### Shortcomings

156. Pupils do not evaluate their own work sufficiently.

## Physical Education

Grade 2: Good features and no important shortcomings.

### Good features

157. Pupils understand that exercise is important to their health and well being. They apply themselves well to warm up and cool down exercises at the beginning and at the end of sessions.
158. Most pupils listen attentively and respond accurately to the teachers' instructions. They make good use of space.
159. In dance lessons, younger pupils respond well to a range of stimuli and they perform dance sequences with increasing control and sense of rhythm.
160. In gymnastics' lessons, pupils show good physical control in movements and when creating a sequence of shapes on the floor and on the apparatus.

161. In games lessons, pupils show developing hand and eye co-ordination skills when sending and receiving balls. They co-operate effectively when participating in paired activities.
162. Pupils handle apparatus with care and pay good attention to the need for safety.
163. Older pupils enhance their performance by involvement in extra curricular clubs and by engaging in sporting activities at a local level.

### **Shortcomings**

164. In a significant minority of classes, pupils do not evaluate their own performances or the performances of other pupils sufficiently.

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

165. The inspection's findings recognise that the school has maintained the high standards since the last inspection and improved standards further in some subjects. The staff and governors will address the recommendations included in the report and will prepare an appropriate action plan. A copy will be sent to all the parents. The governors' annual report to parents will also include a statement on the progress made in addressing the recommendations made.

## Appendix A

### Basic information about the school

Name of school	Llangennech Junior School
School type	Community
Age-range of pupils	7-11
Address of school	Pontarddulais Road Llangennech Llanelli
Post-code	SA14 8YB
Telephone number	01554-820284

Headteacher	Mr J. C. Lee
Date of appointment	May 1983
Chair of governors/ Appropriate authority	Dr. P. Griffiths
Registered inspector	Miss D. E. Morris
Dates of inspection	28 - 30 September, 2004

### 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					50	44	38	49	181

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	8	1	8.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.5
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003			93.61	93.61
Spring 2004			94.03	94.03
Summer 2004			91.29	91.29

Percentage of pupils entitled to free school meals	14.9
Number of pupils excluded during 12 months prior to inspection	0

**Appendix C**

**National Curriculum Assessment Results End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004_								Number of pupils in Y6		27		
Percentage of pupils at each level												
			D	A	N	B	W	1	2	3	4	5
English	Teacher assessment	School							11	7	78	4
		National	0.5	0.1	0.3	0.0	0.4	0.7	5	16	46	30
	Test/Task	School						11		44	44	
		National	0.5	1.2	1.1	2.1	0	0	3	13	42	37
Welsh	Teacher assessment	School					17		17	67		
		National	1	0	0.7	0	0.4	0.7	3	17	49	28
	Test/Task	School		17						83		
		National	1	1	0	1	0	0	2	15	49	30
Mathematics	Teacher assessment	School								18	70	11
		National	0.4	0.1	0.4	0	0.3	0.5	3	17	46	31
	Test/Task	School								11	33	56
		National	0.5	1.4	0.5	0.5	0	0	3	15	43	36
Science	Teacher assessment	School							4	7	85	4
		National	0.4	0.1	0.4	0	0.3	0.3	1.4	11	50	37
	Test/Task	School								11	33	56
		National									51	39

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	77.8%	In the school	88.9%
In Wales	71.9	In Wales	72.3%

- D Pupils who are exempted under statutory arrangements from part or all of the NC
- A Pupils who have failed to register a level because of absence

- N Pupils who have failed to register a level for reasons other than absence  
 B Pupils working at a level below that assessed by the test/task  
 W Pupils who are working towards level 1

## Appendix D

### Evidence base of the inspection

- A team of three inspectors who were present at the school for seven inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 97 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head teacher, staff with specific responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- 24 lessons, and parts of sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

## Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects
Miss D E Morris	Context, Summary and recommendations Key Questions 1, 2, 5, 6, Appendix	mathematics, information technology, physical education
Miss L J Davies	Key Questions 3, 4, 7	Welsh, English, art
Mrs M Donovan	Contributions to questions 1, 3, 4 and 7	

**Contracting Organisation-** Cwmni Blaen, Blaensarngoch, Llanboidy, Whitland, Carmarthenshire, SA34 ODE

### Acknowledgement

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