

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

**LLANGUNNOR PRIMARY SCHOOL
PENYMORFA LANE
LLANGUNNOR
CARMARTHEN
CARMARTHENSHIRE
SA31 2NN**

School Number: 669/2173

Date of Inspection: 28-30 June 2005

by

**Mr D M Cray
Registered Inspector 92/16768**

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Under Estyn contract number: T/223/04/P

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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

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

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

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Context

The nature of the provider

- 1 Llangunnor County Primary School is situated in a semi-rural setting on the eastern outskirts and looking over the town of Carmarthen. It is maintained by Carmarthenshire Local Education Authority. Documentation provided by the school suggests that pupils come from a mixture of social backgrounds and display the full range of ability.
- 2 Currently, there are 263 pupils between 3 and 11 years of age on the school register and they are admitted part time at the beginning of the term following their third birthday, and full time the following term, provided there is room. The school operates two language streams and over the years there has been a significant rise in the number of pupils receiving their education through the medium of Welsh. These come from both Welsh and English speaking homes and now account for around a half of the school's pupils. Overall, total pupil numbers have remained fairly constant for some years.
- 3 Around five per cent of pupils are entitled to receive free school meals – a figure that is significantly lower than county (18%) and national averages (19%). Fifty-seven pupils, (22%), including four with statements, are designated as having special educational needs.
- 4 The school was last inspected during the summer term of 1999. Since then over half of the teaching complement are new to the school, with others having changes in their responsibilities. The headteacher was appointed to his post in 1993, with the deputy headteacher shortly thereafter.

The school's priorities and targets

- 5 The school has a number of priorities and targets for the current year set under the categories of:
 - Curriculum;
 - Ethos;
 - Management;
 - Resources;
 - Finance.
- 6 These are all linked to the school's set of aims and objectives.

Summary

- 7 Llangunnor School is a school with a number of outstanding features.
- 8 The findings of the inspection team match the judgements made by the school in the self-evaluation report in three of the seven key questions. Higher grades were awarded for key questions 2, 3 and 4. A lower grade was awarded to key question 6.

Table of grades awarded

- 9 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?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
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?	2

Standards

- 10 Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

Subject	Key stage 1	Key stage 2
Mathematics	Grade 1	Grade 1
Welsh (second language)	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 11 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 12 Overall, the nursery and reception children make outstanding progress in the development of their communication and mathematical skills, and in the application of their information technology skills across the six areas of learning.
- 13 Pupils in key stages 1 and 2 are making good progress in the development of their communication, mathematical and information technology skills across the curriculum subjects.
- 14 Pupils' bilingual competence is good. Most English medium pupils show positive attitudes towards the Welsh Language and respond well to its regular use by teachers across the curriculum. Within the Welsh stream, pupils' bilingual capability is also good. They effectively move from one language to another as and when required across a range of curriculum subjects.
- 15 Pupils usually succeed in achieving the targets set for them regardless of their ability, social or linguistic background. Pupils with special educational needs make particularly good and consistent progress.
- 16 When comparing with similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's results in key stage 1 have tended to be within the lowest 50% of schools, but outside the lowest 25%. In key stage 2, results have been within the upper 50% group, but outside the highest 25% group of schools.
- 17 The behaviour of pupils is outstanding. They are particularly respectful and most courteous. They are well motivated and almost without exception display enthusiasm for their work. Again this is an outstanding feature.
- 18 Average attendance over the past three terms is above 95% and this is a significant improvement since the last inspection. Punctuality of pupils is good.
- 19 The ability of pupils in both key stages to work independently is good. The vast majority are able to organise their work, solve problems without assistance and make decisions for themselves. These aspects prepare the pupils well for lifelong learning.

The quality of education and training

- 20 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	40%	14%	3%	--

- 21 This is a significant improvement since the last inspection.

- 22 Teachers know their pupils well, value them as individuals and establish an outstanding working relationship with them. This has an extremely positive effect upon pupils' attitude to work.
- 23 The support and nursery assistants make a key contribution to the quality of teaching, supporting the teachers in their efforts to fulfil the individual needs of all learners.
- 24 The quality of the pupils' annual progress reports to parents is very good.
- 25 The curriculum is broad, balanced and planned to ensure continuity and progression from one stage of learning to the next, and consistency across classes of similar ages. The curriculum conforms to statutory requirements.
- 26 The school's participation in a wide range of extracurricular activities, both during and out of school hours, is an outstanding feature.
- 27 The personal development of pupils, including their spiritual, moral, social and cultural development, is promoted very effectively. Assemblies are well led by members of staff, allowing time for pupils to contemplate on a range of themes and outstanding contributions were evident during the inspection period.
- 28 The partnership with parents is good and during the pre-inspection consultation, most parents, with very few exceptions, expressed satisfaction with the quality of communication and the relationship between the school and pupils' homes.
- 29 The school's many and varied links with the local community is an outstanding feature of the provision. It is school policy to actively reach out into its community and pupils contribute very frequently to local events and institutions.
- 30 Appropriate attention is given to sustainability and global citizenship.
- 31 Pupils are cared for, guided and supported particularly well. The school has a very positive ethos and works hard to make every pupil feel valued and included. The quality of fairness and equal opportunity for all underpin the school's work. These aspects of provision are outstanding features.
- 32 The school has well-organised and effective systems to identify pupils with special educational needs. The special educational needs co-ordinator, class teachers and support assistants work very effectively together to ensure sound learning provision for pupils. The school provides full access to the curriculum and pupils are well integrated into the life of the school.
- 33 The school has not yet produced a plan to improve the current arrangements for physical access to the building.
- 34 Pupils' understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures are well developed.

Teachers encourage a positive attitude towards diversity and racial equality. These are actively promoted in assemblies and in classroom activities.

Leadership and management

- 35 The quality of leadership at the school is good. The headteacher, and his senior management team, who shoulder a good measure of responsibility, effectively co-ordinate the work of staff and governors, giving them an active role in the decision making process. This secures effective co-operation and a commitment to improvement.
- 36 Targets are set for pupils in accordance with the requirements of the Welsh Assembly Government. Current and future targets are now more challenging than those set in the past.
- 37 Members of the governing body are regular visitors to the school; they know the school well and play an active part in its life and work. They undertake their role of being critical friends in an open and supportive manner.
- 38 The school fulfils its responsibilities with regard to teaching time requirements, but there are some minor shortcomings in the school's prospectus and the annual report of the governing body to parents.
- 39 The school does make use of some self-evaluation strategies to inform it about performance and planning for improvement. Currently, however, the arrangements are not sufficiently comprehensive and curriculum leaders play only a limited role in monitoring their respective subject areas. This is acknowledged within the school's self-evaluation report and plans are in place to address these shortcomings.
- 40 The self-evaluation report produced by the school prior to the inspection is concise and gives a good overview of the school's situation. The school development plan is mostly well linked to the outcomes of the self-evaluation report.
- 41 All in all, the school has made good progress in attending to the issues raised following the last inspectors' report, including securing a significant improvement in standards. However, as outlined above, monitoring arrangements are not sufficiently comprehensive.
- 42 New and less experienced teachers work well together with experienced members of staff to provide effective teaching across the whole school, sharing their expertise.
- 43 In general, the school has a good supply of quality resources available to answer the needs of all its pupils and the curriculum. The learning areas for the under-fives are especially well appointed and provide an environment that is highly conducive to children's learning.

- 44 Pupils benefit considerably from visiting teachers and other visitors that provide enhanced learning opportunities. However, the current arrangements for the deployment of the athro bro to enhance the teaching of Welsh as a second language, by removing groups from each class in turn for reading development, is disruptive both to classroom activity and to the pupils' engagement in learning during lessons.
- 45 The school buildings are in good condition, well maintained with high standards of cleanliness, and provide a very good learning environment. The sloping site results in a number of steps outside and inside the buildings, which cause difficulties of access for the disabled. A classroom situated in an outside temporary building lacks water provision and effective ventilation.
- 46 Some of the toilet facilities for younger pupils do not reflect the good standards of maintenance found elsewhere within the building.
- 47 The school grounds are extensive and well maintained, and provide hard-surfaced and grassed areas. However, the space available on the hard surface playground is somewhat restricted for the number of pupils.
- 48 Although the school has a significant financial surplus at this time, this has been carefully earmarked against the priorities within the school's development plans. The budget is managed efficiently and the school offers good value for money.

Recommendations

- 49 In order to improve the school in the areas inspected, the staff and governing body need to:
- R1: maintain and build on the high standards achieved by pupils;
 - R2: continue with the efforts to improve standards in Welsh as a second language in key stage 2;
 - R3: strengthen the self-evaluation arrangements and the role of curriculum leaders in monitoring standards and provision as referred to within the school's self-evaluation report;
 - R4: attend to the minor shortcomings in the school's prospectus and the annual report of the governing body to parents.
- 50 The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

- 51 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 52 Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

Subject	Key stage 1	Key stage 2
Mathematics	Grade 1	Grade 1
Welsh (second language)	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 53 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- 54 Overall, the nursery and reception children make outstanding progress in the development of their communication and mathematical skills, and in the application of their information technology skills across the six areas of learning.
- 55 Pupils in key stages 1 and 2 are making good progress in the development of their communication, mathematical and information technology skills across the curriculum subjects.
- 56 Pupils' bilingual competence is good. Most English medium pupils show positive attitudes towards the Welsh Language and respond well to its regular use by teachers across the curriculum. Within the Welsh stream, pupils' bilingual capability is also good. They effectively move from one language to another as and when required across a range of curriculum subjects.

- 57 Pupils usually succeed in achieving the targets set for them regardless of their ability, social or linguistic background. Pupils with special educational needs make particularly good and consistent progress.
- 58 In key stage 1 in 2004, according to teacher assessments, 78.8% of pupils attained level 2 or above in the core subjects of Welsh, English, mathematics and science at the end of the key stage (Wales 80%; Carmarthenshire 76%). In 2003 the figure was 70% (Wales 79%; Carmarthenshire 78%) and in 2002 it was 78.1% (Wales 80%; Carmarthenshire 77%). The school's results for 2004 were higher than national and county averages in Welsh and mathematics, but lower in science. In English, assessment levels were higher than those reached at County level, but less than those attained nationally. There is no significant pattern of difference between the performance of boys and girls.
- 59 In key stage 2 in 2004, 84.6% of pupils at the school attained level 4 or above, as determined by test/task results in the core subjects of Welsh, English, mathematics and science (Wales 72%; Carmarthenshire 74%). In 2003 the figure was 81.5% (Wales 71%; Carmarthenshire 69%) and in 2002 the figure was 61.3% (Wales 68%; Carmarthenshire 69%). The results for 2004 were significantly higher than national and county averages in Welsh, English and mathematics. They were similar in science. In this key stage also, there are no significant gender based differences in pupil performance.
- 60 When comparing with similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's results in key stage 1 have tended to be within the lowest 50% of schools, but outside the lowest 25%. In key stage 2, results have been within the upper 50% group, but outside the highest 25% group of schools.
- 61 Pupils make good progress in their knowledge, understanding and development of their skills, working to the best of their ability. They understand what they are doing and what they need to do to improve. They make good progress towards fulfilling their potential.
- 62 The behaviour of pupils is outstanding. They are particularly respectful and most courteous. They are well motivated and almost without exception display enthusiasm for their work. Again this is an outstanding feature. Pupils work productively and concentrate for extended periods of time, exhibiting a high degree of self-discipline.
- 63 Average attendance over the past three terms is above 95% and this is a significant improvement since the last inspection. A substantial percentage of pupils achieve 100% attendance. Attendance among nursery and reception class children is relatively high. Instances of unauthorised absences are rare. Punctuality of pupils is good.
- 64 The ability of pupils in both key stages to work independently is good. The vast majority are able to organise their work, solve problems without assistance and make decisions for themselves. These aspects prepare the pupils well for lifelong learning.

- 65 Pupils in both key stages are aware of equal opportunity issues and they acknowledge and respect diversity and social and cultural traditions. These aspects are effectively developed in religious education lessons and in their personal and social education.
- 66 On the whole, they are fairly well informed about the world of work and make a particularly valuable and outstanding contribution to the local community.

The quality of education and training

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

Grade 1: Good with outstanding features

- 67 The findings of the inspection team differ to the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.
- 68 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	40%	14%	3%	---

- 69 This is a significant improvement since the last inspection.
- 70 Teachers know their pupils well, value them as individuals and establish an outstanding working relationship with them. This has an extremely positive effect upon pupils' attitude to work.
- 71 Pupils are clear as to what is expected of them in terms of achievement and behaviour. The means by which teachers promote pupils' motivation and learning is an outstanding feature. They use praise and encouragement to help nurture their self-esteem.
- 72 Teachers provide a pleasant, purposeful and stimulating learning environment. They use a wide and appropriate range of strategies to challenge and encourage pupils to work purposefully and confidently.
- 73 Equal opportunities are promoted very effectively within the school. The arrangements for in class or withdrawal support for individuals or groups of pupils with special educational needs are such that their learning parallels the work undertaken by their peers.
- 74 The outstanding features in the teaching include:
- particularly skilful questioning and effective teaching strategies that challenge the pupils to think and explore issues in increasing depth and detail;
 - extremely interesting activities that stimulate and challenge pupils to achieve their best; and

- very enthusiastic teaching and highly effective use of resources, including the interactive whiteboard.
- 75 The good features include:
- well prepared and structured lessons linked well with previous work;
 - good pace and effective use of time;
 - clear learning objectives shared with pupils at the outset and referred to during and at the end of the lesson; and
 - effective differentiation, matching activities to pupil needs and interests.
- 76 Shortcomings in the teaching include:
- lack of opportunities for pupils to make decisions for themselves; and
 - tasks that are not sufficiently challenging and low expectations.
- 77 The support and nursery assistants make a key contribution to the quality of teaching, supporting the teachers in their efforts to fulfil the individual needs of all learners.
- 78 The school has introduced an effective system for assessing pupils' progress. It provides a systematic, accurate and consistent approach throughout the school. The information enables teachers to monitor pupils' progress well and highlight areas for improvement.
- 79 The school has effective procedures to track the progress of individual pupils from the baseline assessment up to the end of key stage 2.
- 80 Although the pupils' work is marked regularly, the standard of marking varies throughout the school.
- 81 The school is actively developing the practice of encouraging pupils to evaluate their own work in order to promote their self-assessment skills.
- 82 The quality of the pupils' annual progress reports to parents is very good and the school ensures that they are clear and useful. Good opportunities are provided for parents to comment on and discuss their children's progress. During the pre inspection meeting, parents voiced their appreciation of the school's 'open door' policy.

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

Grade 1: Good with outstanding features

- 83 The findings of the inspection team differ to the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.
- 84 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

- 85 The learning experiences offered by the school fulfil the needs of individual pupils. The curriculum is broad, balanced and planned to ensure continuity and progression from one stage of learning to the next and consistency across classes of similar ages. The curriculum conforms to statutory requirements.
- 86 Mid and short term plans, which are generally detailed and useful documents, include good provision for the development of pupils' basic and key skills.
- 87 The school's participation in a wide range of extracurricular activities, both during and out of school hours, is an outstanding feature. A number of after-school clubs, educational visits, sports and games participation, as well as visiting speakers, performers and theatre companies, all extend the pupils' experiences and significantly enhance their learning.
- 88 The personal development of pupils, including their spiritual, moral, social and cultural development, is promoted very effectively. Daily sessions of collective worship are regularly attended by the vicar of Llangunnor Church, with whom there are close links. Assemblies are well led by members of staff, allowing time for pupils to contemplate on a range of themes and outstanding contributions were evident during the inspection period. The school's work with local senior citizens is greatly appreciated by the local community.
- 89 The school fulfils the requirements of the Framework for Personal and Social Education, giving appropriate attention to all relevant aspects, themes and skills. There is a clearly defined scheme of work, and this provides the basis for a programme of designated lessons and activities integrated into subject areas. The school is supported by the Health Visitor, a community police officer and the Fire Service in this work.
- 90 The partnership with parents is good and during the pre-inspection consultation, most parents, with very few exceptions, expressed satisfaction with the quality of communication and the relationship between the school and pupils' homes. Parents are well informed about the life and work of the school. They respond positively in raising funds, providing support for teachers as and when required. A notable feature is the way pupils benefit from the manner in which parents are welcomed in the morning when they bring their children to the nursery and reception classes. The home-school agreement meets statutory requirements.
- 91 Pastoral transitional arrangements to the secondary phase are effectively organised.
- 92 Pupils and teaching staff profit from the contribution of students that regularly receive placements at the school under a formal partnership with an institution of teacher training.
- 93 The school's many and varied links with the local community are an outstanding feature of the provision. It is school policy to actively reach out into its community and pupils contribute very frequently to local events and institutions. A community web site is under development by the school and

local organisations such as the Community Council, the local church, Women's Institute, the police, and many other agencies, are a source of very valuable support for school events and as a resource for teaching and learning.

- 94 The school actively seeks all opportunities to forge links with local business and industry and useful resources have been obtained for the school.
- 95 Pupils' bilingual skills are developed to good effect, particularly in key stage 1 and lower key stage 2. Their growing ability to work in both languages is evident in displays of pupil work, classroom assemblies and the use of both languages in the day-to-day context of the classroom. Good attention is given to the requirements of the Cwricwlwm Cymreig.
- 96 Appropriate attention is given to sustainability and global citizenship. The school has achieved the Bronze level within the Eco School scheme, and is aiming to be awarded the Silver level in the near future. Attention is given to the problems posed by pollution and there is an effective recycling scheme in operation. Following a visit to Lesotho by a member of staff, closer links are being forged between the school and partners in that country, which is studied as part of the Geography curriculum.
- 97 In many classes, there is clear emphasis on encouraging pupils to develop as independent learners. The school uses 'Thinking Skills' programmes to good effect. 'Thinking lessons' enable pupils to develop problem-solving and decision-making skills, and to give reasoned answers to questions. This lays a good foundation for developing entrepreneurial skills.

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

Grade 1: Good with outstanding features

- 98 The findings of the inspection team differ to the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.
- 99 The school is a very close community where pupils feel happy and safe. Pupils are cared for, guided and supported particularly well. The school has a very positive ethos and works hard to make every pupil feel valued and included. This aspect of provision is an outstanding feature.
- 100 The school works well in partnership with parents and carers. They appreciate the fact that the headteacher and staff are friendly, approachable and always ready to listen.
- 101 Induction arrangements that help pupils settle into the school are firmly established. New pupils are well received and welcomed by both fellow pupils and staff.
- 102 The school provides high quality support and guidance for its pupils through its personal and social education programme. Teachers know their pupils well and pupils feel confident in approaching them for help and guidance. The

School Council gives the pupils opportunities to discuss and raise any concerns. Appropriate attention is given to sex education, substance misuse and other social and health related topics. The school receives sound support from the school nurse and community policeman.

- 103 The school successfully promotes good attendance and generally there are effective means of monitoring it, although follow-up procedures, where there are individual concerns, are not always sufficiently rigorous. The school's system of registration complies with statutory requirements.
- 104 The school has very high expectations of pupils' behaviour and these are very well communicated. Pupils learn about what is expected of them from the supportive and co-operative ethos that pervades the school and from the way the school regularly celebrates good behaviour and effort. Pupils' behaviour is closely monitored.
- 105 There are clear arrangements to secure pupils' well-being and health and safety when in the school's care. All members of teaching and non-teaching staff hold a current first-aid certificate. The school successfully promotes initiatives such as Kerb Craft lessons and the Safe Routes to School Campaign.
- 106 The child protection policy and guidelines are well documented and all members of staff are aware of the procedures.
- 107 The school has well-organised and effective systems to identify pupils with special educational needs. Procedures and support programmes are managed very well and school policies are in line with the requirements of the Code of Practice. Pupils' individual education plans are closely monitored and reviewed three times a year, and parents and carers are involved in the reviewing processes. The special educational needs co-ordinator, class teachers and support assistants work very effectively together to ensure sound learning provision for pupils. The school provides full access to the curriculum and pupils are well integrated into the life of the school.
- 108 The school has a firm and effective policy to monitor and counter any discriminatory behaviour or harassment. Pupils are confident that they can speak to adults about any concerns they may have.
- 109 The school in practice complies fully with its policy on equal opportunity. The quality of fairness and equal opportunity for all underpin the school's work. All pupils feel that they are an important part of the school life. These are outstanding features. However, the school has not yet produced a plan to improve the current arrangements for physical access to the building.
- 110 Pupils' understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures are well developed. Teachers encourage a positive attitude towards diversity and racial equality. These are actively promoted in assemblies and in classroom activities.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 111 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 112 The quality of leadership at the school is good. The headteacher, and his senior management team, effectively co-ordinate the work of staff and governors, giving them an active role in the decision making process. This secures effective co-operation and a commitment to improvement.
- 113 There is a range of good quality, up to date management and curricular policies in place to support the work. The self-evaluation report prepared by the school indicates the need to work to a more specific timetable of policy review and the inspectors are of the view that it would be good practice to do so.
- 114 Staff meetings are held regularly to discuss management and curricular issues, and to share information. The senior management team makes an effective contribution to preparing for these meetings. Members shoulder a good measure of responsibility and provide clear leadership to their fellow-teachers.
- 115 The school gives good consideration to the Welsh Assembly Government's priorities. It has gained Investors in People status, together with the Basic Skills Agency Quality Mark for the third time. The development of information and communications technology is given particular attention and the school works well with partners such as a teacher training institution. Arrangements are well in hand to implement the requirements of the Remodelling of the Workforce initiative.
- 116 Targets are set for pupils in accordance with the requirements of the Welsh Assembly Government. Current and future targets are now more challenging than those set in the past.
- 117 Performance Management procedures are implemented effectively. Appropriate attention is given to teachers' continuous professional development needs and newly or recently qualified staff are well supported. The headteacher has completed the Leadership Programme for Serving Headteachers.
- 118 Members of the governing body are regular visitors to the school; they know the school well and play an active part in its life and work. They undertake their role of being critical friends in an open and supportive manner. Through the headteacher's reports and their specific individual responsibilities, they are well informed and make an important contribution to strategic planning.

- 119 The school fulfils its responsibilities with regard to teaching time requirements, but there are some minor shortcomings in the school's prospectus and the annual report of the governing body to parents.

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

Grade 3: Good features outweigh shortcomings

- 120 The findings of the inspection team differ to the school's self-evaluation to the extent that the school awarded Grade 2 for this key question.
- 121 The school does make use of some self-evaluation strategies to inform it about performance and planning for improvement. Good features include the monitoring of curriculum plans by the headteacher, governors' visits and their subsequent written reports, together with the way in which local and national benchmarking information and test results are used to identify shortcomings.
- 122 Currently, however, the school's self-evaluation arrangements are not sufficiently comprehensive and curriculum leaders play only a limited role in monitoring their respective subject areas. This is acknowledged within the school's self-evaluation report and plans are in place to address these shortcomings.
- 123 At present, there are no arrangements in place to draw on the views of parents and carers other than through representation on the school's governing body.
- 124 The self-evaluation report produced by the school prior to the inspection is concise and gives a good overview of the school's situation. Judgements are formed on all aspects of the inspection, the areas and aspects of strength are identified and those requiring further attention are also highlighted.
- 125 The school development plan is of good quality and a useful document to help provide strategic direction for the work of the school. The expected outcomes together with the proposed monitoring methods are identified, implementation responsibilities are allocated to individuals and resources are earmarked for particular developments. The plan is mostly well linked to the outcomes of the school's self-evaluation report.
- 126 The findings of the inspection team match the judgements made by the school in the self-evaluation report in three of the seven key questions. Higher grades were awarded for key questions 2, 3 and 4. A lower grade was awarded to key question 6.
- 127 All in all, the school has made good progress in attending to the issues raised following the last inspectors' report, including securing a significant improvement in standards. However, monitoring arrangements are not sufficiently comprehensive.

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

Grade 2: Good features and no important shortcomings

- 128 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 129 The school provides a good range of expertise in all curricular areas. New and less experienced teachers work well together and with experienced members of staff to provide effective teaching across the whole school, sharing their expertise.
- 130 The school makes particularly good use of support and nursery assistants. The performance management procedures for support staff within the school are commendable.
- 131 Job descriptions are produced for all members of staff, giving a clear indication of responsibilities, including subject areas for which they are responsible.
- 132 In general, the school has a good supply of quality resources available to answer the needs of all its pupils and the curriculum. They are well cared for and their location is known to everyone. The learning areas for the under-fives are especially well appointed and provide an environment that is highly conducive to children's learning.
- 133 Pupils benefit considerably from visiting teachers and other visitors that provide enhanced learning opportunities. Peripatetic music teachers provide training in stringed and woodwind instruments, as well as guitar lessons. The success of this teaching is highlighted in the school's orchestra that performs regularly in the daily acts of worship. However, the current arrangements for the deployment of the athro bro to enhance the teaching of Welsh as a second language, by removing groups from each class in turn for reading development, is disruptive both to classroom activity and to the pupils' engagement in learning during lessons.
- 134 The school is very well appointed with computers and related equipment, including an interactive whiteboard in each classroom. All teachers use this equipment with confidence. There is some inconsistency in the deployment of computers across the school, where some classrooms have several computers available and others only have the interactive whiteboard equipment.
- 135 The school buildings are in good condition, well maintained with high standards of cleanliness, and provide a very good learning environment. The sloping site results in a number of steps outside and inside the buildings, which cause difficulties of access for the disabled. Most classrooms are of at least adequate size and teachers make effective use of the space available. A classroom situated in an outside temporary building lacks water provision and effective ventilation.

- 136 Some of the toilet facilities for younger pupils do not reflect the good standards of maintenance found elsewhere within the building.
- 137 All teachers make good use of wall space in classrooms and corridors for good quality displays that celebrate the school and pupils' achievements and provide learning aids for pupils.
- 138 The school grounds are extensive and well maintained, and provide hard-surfaced and grassed areas. However, the space available on the hard surface playground is somewhat restricted for the number of pupils.
- 139 All members of staff attend a good range of professional development sessions and this has a positive impact on their skills and understanding. They co-operate well as a team to share information and appropriate teachers work together to develop co-ordinated schemes of work to ensure consistency.
- 140 Financial arrangements were last audited in 2003 and the school has acted on the very minor shortcomings that were identified.
- 141 Although the school has a significant financial surplus at this time, this has been carefully earmarked against the priorities within the school's development plans. The budget is managed efficiently and the school offers good value for money.

Standards achieved in subjects and areas of learning

The under-fives

Grade 1: Good with outstanding features

- 142 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards achieving the Desirable Outcomes for Children's Learning. All the under-fives receive a wealth of stimulating experiences in a lively and rich learning environment. The work of the teachers is skilfully supported by highly experienced nursery assistants.

Good and outstanding features

Language, literacy and communication skills

- 143 The nursery children enjoy listening to a range of stories and understand that words and pictures convey meaning. An outstanding feature of their language development is the standard of their listening skills. The children's vocabulary is extended effectively through various role-play situations, such as the three bears' cottage and puppet play. They enjoy experimenting with a range of materials and marking implements to practise their basic writing skills. (Grade 1)
- 144 The reception children listen attentively and the majority succeed in responding, asking questions and discussing their experiences with

confidence. They are able to recall their favourite stories and can successfully sequence pictures, relating to the stories, in the correct order. They recognise the sound and shape of letters and make excellent progress in their basic reading skills. An outstanding feature of their work is their confidence and ability to create short pieces of writing, independently. (Grade 1)

Personal and social development

145 The nursery children enjoy playing alongside the older children in their class and interact effectively with the adults. Their ability to communicate and socialise in small groups is outstanding. They are aware of the importance of personal hygiene and can dress themselves with an increasing degree of independence. (Grade 1)

146 The reception children's ability to concentrate on and persevere with a task is developing well. They are willing to wait their turn whilst responding orally or playing a game. Their behaviour and the level of care they show for others are outstanding features. They willingly help each other and even encourage one another through offering praise. They understand the reasons why it is important to take good care of their class hamster and goldfish. (Grade 1)

Mathematical Development

147 The nursery children's mathematical language relating to shape, size, position and quantity is outstanding. Their work on Goldilocks and The Three Bears has consolidated their understanding of these concepts. They can sort, match, count familiar objects and recognise simple numbers. They know how to create and follow simple patterns according to colour, shape and size. (Grade 1)

148 An outstanding feature of the reception children's development is their understanding of number. The majority can recognise numbers to at least 20 and can perform simple addition and subtraction. They identify and describe features relating to a range of two and three-dimensional shapes with confidence. They understand the purpose of money and use simple coinage when playing in the flower shop. They know that information collected by each class can be depicted in the form of simple bar graphs. (Grade 1)

Knowledge and understanding of the World

149 Their role-play in 'Dewi Ward' helps the nursery children identify the role of workers such as nurses and doctors. They can talk about home and where they live. They know that different materials have different strengths and can recognise the 'building' materials used by the three little pigs. An outstanding feature of their development in this area of learning is their ability to follow various computer programs, control the mouse and their confidence in using the interactive whiteboard. (Grade 1)

150 The reception children have a sound knowledge of their environment. They talk confidently about their visit to Pendine and refer to the photographs they took using a digital camera. Their knowledge of other religions and cultures is an outstanding feature. Their observational and investigative skills are well developed and they have a sound knowledge of the properties relating to a

range of materials. They can recognise simple weather symbols and have a good understanding of the four seasons. They use the mouse with increasing confidence to complete a number of tasks such as to create a picture and move objects on a screen. They can control the Roamer effectively. They understand that familiar objects used today differ from those used in the past. (Grade 1)

Physical development

151 The nursery children use a range of materials and equipment such as dough, jigsaws, scissors, lacing activities, chalk and crayons to practise their fine motor skills. They regularly use a wide range of outdoor play equipment and do so with increasing skill and confidence. (Grade 2)

152 Reception children are able to pull, push and steer with increasing control as they play on moveable toys. They move confidently and make good use of space in both indoor and outdoor activities. They are aware of the difference between walking, running, skipping and hopping and can move from one movement to another without any difficulty. The children handle and control small objects with increasing dexterity. (Grade 2)

Creative development

153 The nursery children enjoy their role-play activities. They receive good opportunities to experiment and create, using a range of media. They enjoy singing and experimenting with sounds to create their own musical instruments. (Grade 2)

154 The older children are able to describe how to produce sounds from various percussion instruments. They respond enthusiastically to various role-play situations, such as searching for Goldilocks and in the hospital ward. They enjoy selecting and using a range of media and techniques. (Grade 2)

Shortcomings

155 There are no significant shortcomings

Mathematics

Key Stage 1 - Grade 1: Good with outstanding features

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

156 In both key stages, the pupils' ability to respond quickly and accurately to a range of mental tasks is an outstanding feature of their work. Their ability to explain their thinking and the methods they use is also outstanding.

157 In key stage 1, pupils have a very good understanding of place value and they read, write and arrange large numbers with increasing accuracy. They remember well a good range of previous work and have a very sound

understanding of key concepts. They have a sound understanding of money and can use simple fractions correctly, recognising those that are equivalent.

- 158 Their understanding of the characteristics of two and three-dimensional shapes is good. They recognise shapes according to their mathematical names and can accurately describe their main characteristics. By the end of the key stage they come to be able to use standard units of length, mass and volume and their understanding of time is developing appropriately. New work, such as collecting data and completing Carroll diagrams is understood quickly.
- 159 In key stage 2, pupils work confidently and have a very sound understanding of the place value of large numbers, use the four rules with increasing certainty, and are able to offer very good, estimated answers to number problems. Older pupils handle decimals well and they have a sound understanding of fractions and percentages.
- 160 Pupils are able to collect and represent data accurately, drawing meaningful conclusions from their work.
- 161 Their work on understanding and using measures is developing well.
- 162 Their understanding of the properties of two and three-dimensional shapes builds well on their work in the previous key stage, with pupils using an increasingly expanding mathematical vocabulary. They recognise reflective and rotational symmetry in various shapes and can correctly name and accurately draw angles.

Shortcomings

- 163 There are no significant shortcomings.

Welsh (second language)

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good and outstanding features

- 164 In key stage 1, when responding to a story book and having discussions around the theme of 'Clothes', pupils generally are able to speak clearly and with confidence within a range of language patterns and vocabulary that has been previously learned. Most can describe people in pictures on the interactive whiteboard screen correctly, using the correct vocabulary for clothes and colours. They are well able to transfer these skills to describing their friends in class, and their own clothes – using a different person of the verb. When required, pupils are confident enough to ask in Welsh for a new piece of vocabulary, and can use it within previously taught sentence patterns. They are able to hold simple conversations at an appropriate level with each

other and with adults, and respond with understanding to incidental Welsh being used in the classroom.

- 165 Pupils are able to read with appropriate accuracy and fluency from a class book displayed on screen, both as individuals and as groups. They show enthusiasm and meaning when reading and use pictures in the book as clues to help them with their reading.
- 166 The most able pupils can write simple sentences based on previous oral and reading work. Less able pupils, and those at the lower end of key stage, can pair together the mixed beginnings and ends of sentences, or complete unfinished sentences on work sheets.
- 167 In Key Stage 2, pupils are able to discuss some familiar contexts fairly confidently in Welsh, and can use a variety of language patterns, including the past tense, when recounting a story or responding to questions.
- 168 They can read with varying degrees of fluency from writing on classroom displays, class reading books, and computer screens, both as individuals and as group. When the context of the reading material is familiar, the pupils read with confidence.
- 169 Younger key stage 1 pupils can write appropriately in a variety of forms e.g. dialogue, narrative, story strip – basing the work on previously read material and class discussions. The written work shows a range of language and sentence patterns, suitable to context and writing forms.

Shortcomings

- 170 Older key stage 2 pupils are unable, or not sufficiently confident to hold simple conversations in Welsh. Most are unable to write original sentences in Welsh, nor create passages of writing for a range of specific purposes, using a range of language patterns.
- 171 Pupils in both key stages are not able to choose appropriate individual reading books on a regular basis.

Geography

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

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

Good and outstanding features

- 172 In key stage 1 the pupils demonstrate orally and through written work a good understanding of the differences between their local area and another locality (Pendine). They are able to collect and record information and use geographical terms appropriately when comparing the two localities, and can make effective use of simple maps and photographs. They are beginning to understand the concept of coordinates.

- 173 In key stage 2, the pupils' understanding of maps shows clear progression across the age range. They are able to locate specific points on a map by using co-ordinates, with the most able pupils using four figure co-ordinates with ease.
- 174 Through work based on a field trip to Pendine, pupils collect and record information in an organised way, and can discuss the differences between localities in geographical terms. They record ideas and information in a variety of ways including extended written work, diagrams and maps, photographs, a video, and a *Powerpoint* presentation. They are able to explain the differences between the two localities with increasing confidence, showing a clear understanding of why they are different, and the impact of tourism on Pendine. They use effective reasoning and thinking skills to elucidate their decisions and ideas.
- 175 Through their studies of the rivers Gwendraeth and Tywi, pupils have a good understanding of a river's journey, the changes it undergoes and the impact that people can have on the environment. They have clear views and opinions on the impact and the desirability of litter, and are able to discuss ways and means of reducing litter and adopting a sustainable approach to environmental issues.

Shortcomings

- 176 There are no significant shortcomings.

Art

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

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

Good and outstanding features

- 177 In both key stages, pupils demonstrate the ability to use a wide range of media and techniques to produce work that is consistently of good quality.
- 178 In key stage 1, pupils have a good knowledge of colour and understand the difference between primary and secondary colours. They realise that adding small amounts of colour can vary tone and shade.
- 179 Pupils observe the work of famous artists and then proceed to re-create the effects, such as sunflowers in a vase by Vincent van Gogh. They are able to produce effective copies of the style in their own paintings.
- 180 The pupils display a sound awareness of a number of artistic elements such as line, shape and texture when discussing 'Y Tabernacl' by the Welsh artist Cefyn Burgess. Following their study of his work, the pupils use a range of techniques to create a collage of the local chapel, 'Y Babel'.

- 181 In key stage two, pupils have a developing awareness of artists from Wales. Lower key stage 2 pupils; have studied the work of Ogwyn Davies. Through using a range of media and emulating the artist's style they have produced a striking mural of the local church. Older pupils' knowledge of line, tone, colour and shape has been enhanced through studying Kyffin Williams' work.
- 182 Pupils have also observed the work of artists such as Paul Cézanne. Their still life paintings are of a good standard. The pupils refer enthusiastically to the work involved in using a digital video camera to produce an outstanding, short animation film based on one of Cézanne's still life paintings.
- 183 Their recent study of local buildings and streets has enhanced their understanding of perspective and given the pupils an opportunity to use a range of pastels to create various effects.
- 184 Pupils' colour mixing skills are applied with pleasing outcomes to many areas of work, for instance, landscape, fruit and wild flowers.
- 185 Recently, the pupils had the opportunity to work with an artist to produce a colourful mosaic, depicting the daily life of the school.

Shortcomings

- 186 The amount of three-dimensional work produced by pupils is limited.

Religious education

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

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

Good and outstanding features

- 187 In key stage 1, the pupils have a good awareness of the Bible as a special book for Christians. They are well informed about some of the stories of Jesus and characters from the Old Testament.
- 188 Their visit to the local church in the company of the vicar has given pupils a good understanding of the main features of the building and know of it as a special place.
- 189 They are aware of other world faiths, such as Judaism, and are knowledgeable about Shabbat as a day of rest and the rituals associated with it.
- 190 They understand the meaning of prayer as a part of worship. They are able to create their own prayers very effectively.
- 191 The pupils are able to talk about stories relating to the Welsh religious tradition, such as Saint David, the contribution of William Morgan in translating the Bible into Welsh, Mari Jones and the importance of the Bible for her.

- 192 In key stage 2, the pupils have a good understanding of how a church they have visited functions and ask intelligent and thoughtful questions of their peers and teacher. They have learned about the artefacts, rituals and symbolism associated with Holy Communion. They can identify some of the main differences between a church and chapel and recognise the importance of baptism to Christians.
- 193 As in the previous key stage, pupils have a good awareness of the Bible and its stories. They understand what a parable is and that Jesus told parables to help people understand what he wanted to teach to them about God.
- 194 They can show with good effect the various physical positions that are taken up in prayer by different religions.
- 195 Pupils have a good, developing understanding of religions that exist in the worldwide community and have learned that tolerance of differences in religious practices is extremely important.

Shortcomings

- 196 There are no significant shortcomings.

School's response to the inspection

The inspection findings recognise that ours is a school with many outstanding features. We have maintained high standards since our last inspection and improved standards in, for example, under fives education to the point that overall, nursery and reception children make outstanding progress across the six area of learning. Also, pupils in Key Stages one and two are making good progress in the development of the communication, mathematical and ICT skills across the curriculum. We have achieved the highest grade possible in mathematics across the school and improved standards in geography. We are pleased that the inspectors found that pupils' behaviour and attitude towards their work were both outstanding features of our school. In addition, the pupils are cared for, guided and supported particularly well. The school has a very positive ethos and works hard to make every pupil feel valued and included. The quality of fairness and equal opportunity are outstanding features. The report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence and independence.

An action plan will be put in place to address the recommendations in the report, stating our intention to maintain and build on the high standards achieved by pupils. We aim to continue to improve standards in second language Welsh, strengthen the monitoring role of curricular leaders as referred to in the school's self-evaluation report, and attend to minor shortcomings in the school prospectus and annual governors report to parents.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The school wishes to thank the inspection team for its courtesy and constructive approach which will help us to build for the challenges the future will present.

Appendix A

Basic information about the school

Name of school	Llangunnor
School type	Community
Age-range of pupils	3-11 years
Address of school	Penymorfa Lane Llangunnor Carmarthen
Post-code	SA31 2NN
Telephone number	(01267) 237841
Headteacher	Mr E L Davies
Date of appointment	July 1993
Chair of governors/ Appropriate authority	Cllr R Griffiths
Reporting inspector	Mr D M Cray
Dates of inspection	28-30 June 2005

Appendix B

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	47	32	21	35	32	30	31	35	263

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	1	11.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	25.6
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	Nursery	Reception	Rest of school
Summer 2004	91.5%	92.6%	95%
Autumn 2004	93.4%	92.3%	94.55%
Spring 2005	91.74%	89.59%	95.26%

Percentage of pupils entitled to free school meals	4.6%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS 1 Results 2004			Number of pupils in Y2:					33
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School				60	40	
		National	1	1	11	64	23	
We: oracy	Teacher Assessment	School				60	40	
		National	1	2	12	63	22	
We: reading	Teacher Assessment	School			13	40	47	
		National	1	3	17	59	21	
We: writing	Teacher Assessment	School			7	93		
		National	1	3	20	65	10	
En:	Teacher Assessment	School			22	78		
		National		4	14	63	20	
En: oracy	Teacher Assessment	School			11	89		
		National		3	12	63	22	
En: reading	Teacher Assessment	School			16	67	17	
		National		4	14	55	27	
En: writing	Teacher Assessment	School			22	78		
		National		5	14	69	11	
Mathematics	Teacher Assessment	School			12	73	15	
		National		2	11	63	24	
Science	Teacher Assessment	School			18	76	6	
		National		2	10	66	22	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	78.8%	In Wales	80%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6										39
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School			3			5	13	36	44		
		National					1	6	16	45	31		
	Test/Task	School	3	3					3	41	49		
		National		2	2			5	12	38	40		
Welsh	Teacher assessment	School							12	25	63		
		National	1			1	1	4	18	51	25		
	Test/Task	School							12		88		
		National	1	1	2			3	15	50	28		
Mathematics	Teacher assessment	School			2		3	3	10	31	51		
		National						4	19	46	30		
	Test/Task	School	3	3					8	41	46		
		National		2	1			4	18	42	33		
Science	Teacher assessment	School			3		3		8	59	28		
		National						2	13	49	35		
	Test/Task	School	3	3					5	72	18		
		National		2				1	9	48	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	79.5%	In the school	84.6%
In Wales	72%	In Wales	72%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- The team of four inspectors inspected work in all classes. Between them they spent ten full days at the school;
- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- thirty-six lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- twenty one parents were present at the pre-inspection meeting and 127 questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5 and 6	Mathematics; religious education
Mrs SA Taylor	Team	Key questions 2 and 4	The under-fives; art
Mr T Tomos	Team	Key questions 3 and 7	Welsh (second language); geography
Mr E James	Lay	Contributions to key questions 1; 3; 4 and 7	

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

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.

SUMMARY REPORT ON THE INSPECTION OF LLANGUNNOR PRIMARY SCHOOL

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Llangunnor Primary 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. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Llangunnor Primary School took place between 28-30 June 2005. An independent team of inspectors, led by Mr Martin Cray 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:

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

Llangunnor School is a school with a number of outstanding features.

The findings of the inspection team match the judgements made by the school in the self-evaluation report in three of the seven key questions. Higher grades were awarded for key questions 2, 3 and 4. A lower grade was awarded to key question 6.

Table of grades awarded

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

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

Standards

Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

Subject	Key stage 1	Key stage 2
Mathematics	Grade 1	Grade 1
Welsh (second language)	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

Overall, the nursery and reception children make outstanding progress in the development of their communication and mathematical skills, and in the application of their information technology skills across the six areas of learning.

Pupils in key stages 1 and 2 are making good progress in the development of their communication, mathematical and information technology skills across the curriculum subjects.

Pupils' bilingual competence is good. Most English medium pupils show positive attitudes towards the Welsh Language and respond well to its regular use by teachers across the curriculum. Within the Welsh stream, pupils' bilingual capability is also good. They effectively move from one language to another as and when required across a range of curriculum subjects.

Pupils usually succeed in achieving the targets set for them regardless of their ability, social or linguistic background. Pupils with special educational needs make particularly good and consistent progress.

When comparing with similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's results in key stage 1 have tended to be within the lowest 50% of schools, but outside the lowest 25%. In key stage 2, results have been within the upper 50% group, but outside the highest 25% group of schools.

The behaviour of pupils is outstanding. They are particularly respectful and most courteous. They are well motivated and almost without exception display enthusiasm for their work. Again this is an outstanding feature.

Average attendance over the past three terms is above 95% and this is a significant improvement since the last inspection. Punctuality of pupils is good.

The ability of pupils in both key stages to work independently is good. The vast majority are able to organise their work, solve problems without assistance and make decisions for themselves. These aspects prepare the pupils well for lifelong learning.

The quality of education and training

In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	40%	14%	3%	--

This is a significant improvement since the last inspection.

Teachers know their pupils well, value them as individuals and establish an outstanding working relationship with them. This has an extremely positive effect upon pupils' attitude to work.

The support and nursery assistants make a key contribution to the quality of teaching, supporting the teachers in their efforts to fulfil the individual needs of all learners.

The quality of the pupils' annual progress reports to parents is very good.

The curriculum is broad, balanced and planned to ensure continuity and progression from one stage of learning to the next, and consistency across classes of similar ages. The curriculum conforms to statutory requirements.

The school's participation in a wide range of extracurricular activities, both during and out of school hours, is an outstanding feature.

The personal development of pupils, including their spiritual, moral, social and cultural development, is promoted very effectively. Assemblies are well led by members of staff, allowing time for pupils to contemplate on a range of themes and outstanding contributions were evident during the inspection period.

The partnership with parents is good and during the pre-inspection consultation, most parents, with very few exceptions, expressed satisfaction with the quality of communication and the relationship between the school and pupils' homes.

The school's many and varied links with the local community is an outstanding feature of the provision. It is school policy to actively reach out into its community and pupils contribute very frequently to local events and institutions.

Appropriate attention is given to sustainability and global citizenship.

Pupils are cared for, guided and supported particularly well. The school has a very positive ethos and works hard to make every pupil feel valued and included. The quality of fairness and equal opportunity for all underpin the school's work. These aspects of provision are outstanding features.

The school has well-organised and effective systems to identify pupils with special educational needs. The special educational needs co-ordinator, class teachers and support assistants work very effectively together to ensure sound learning provision for pupils. The school provides full access to the curriculum and pupils are well integrated into the life of the school.

The school has not yet produced a plan to improve the current arrangements for physical access to the building.

Pupils' understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures are well developed. Teachers encourage a positive attitude towards diversity and racial equality. These are actively promoted in assemblies and in classroom activities.

Leadership and management

The quality of leadership at the school is good. The headteacher, and his senior management team, who shoulder a good measure of responsibility, effectively co-ordinate the work of staff and governors, giving them an active role in the decision making process. This secures effective co-operation and a commitment to improvement.

Targets are set for pupils in accordance with the requirements of the Welsh Assembly Government. Current and future targets are now more challenging than those set in the past.

Members of the governing body are regular visitors to the school; they know the school well and play an active part in its life and work. They undertake their role of being critical friends in an open and supportive manner.

The school fulfils its responsibilities with regard to teaching time requirements, but there are some minor shortcomings in the school's prospectus and the annual report of the governing body to parents.

The school does make use of some self-evaluation strategies to inform it about performance and planning for improvement. Currently, however, the arrangements are not sufficiently comprehensive and curriculum leaders play only a limited role in monitoring their respective subject areas. This is acknowledged within the school's self-evaluation report and plans are in place to address these shortcomings.

The self-evaluation report produced by the school prior to the inspection is concise and gives a good overview of the school's situation. The school development plan is mostly well linked to the outcomes of the self-evaluation report.

All in all, the school has made good progress in attending to the issues raised following the last inspectors' report, including securing a significant improvement in standards. However, as outlined above, monitoring arrangements are not sufficiently comprehensive.

New and less experienced teachers work well together with experienced members of staff to provide effective teaching across the whole school, sharing their expertise.

In general, the school has a good supply of quality resources available to answer the needs of all its pupils and the curriculum. The learning areas for the under-fives are especially well appointed and provide an environment that is highly conducive to children's learning.

Pupils benefit considerably from visiting teachers and other visitors that provide enhanced learning opportunities. However, the current arrangements for the deployment of the athro bro to enhance the teaching of Welsh as a second

language, by removing groups from each class in turn for reading development, is disruptive both to classroom activity and to the pupils' engagement in learning during lessons.

The school buildings are in good condition, well maintained with high standards of cleanliness, and provide a very good learning environment. The sloping site results in a number of steps outside and inside the buildings, which cause difficulties of access for the disabled. A classroom situated in an outside temporary building lacks water provision and effective ventilation.

Some of the toilet facilities for younger pupils do not reflect the good standards of maintenance found elsewhere within the building.

The school grounds are extensive and well maintained, and provide hard-surfaced and grassed areas. However, the space available on the hard surface playground is somewhat restricted for the number of pupils.

Although the school has a significant financial surplus at this time, this has been carefully earmarked against the priorities within the school's development plans. The budget is managed efficiently and the school offers good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1: maintain and build on the high standards achieved by pupils;
- R2: continue with the efforts to improve standards in Welsh as a second language in key stage 2;
- R3: strengthen the self-evaluation arrangements and the role of curriculum leaders in monitoring standards and provision as referred to within the school's self-evaluation report;
- R4: attend to the minor shortcomings in the school's prospectus and the annual report of the governing body to parents.

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

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.