

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

***LLANGWM VC PRIMARY SCHOOL
THE GAIL
LLANGWM
HAVERFORDWEST***

School Number: 668-3040

Date of Inspection: 3-5 February 2003

by

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Registered Inspector

Date: 24 March 2003

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the National Curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Llangwm VC Primary School is situated in the village of Llangwm, about five miles outside Haverfordwest in Pembrokeshire. There are 91 pupils on roll aged four to 11 years. Numbers are the same as they were during the last inspection in October 1997. The school states that the area from which the children are drawn is neither prosperous nor economically disadvantaged. The pupils represent the full ability range. Approximately 20 per cent of pupils are registered as being entitled to receive free school meals. Fifteen pupils are on the school's register of special educational needs (SEN), two are on School Action and thirteen on School Action Plus.

The pupils are organised into four classes; reception, Year (Y) 1 and Y2, Y3 and Y4 and Y5 and Y6 respectively. The school was awarded the Basic Skills Quality Mark for its work in literacy and numeracy in January 2002.

The school lists its main aims as:

- to develop lively enquiring minds with the ability to question and argue rationally;
- to acquire the knowledge, personal skills and practical abilities suited to life in the new century;
- to develop a moral code and to become increasingly responsible and self-reliant.

2. MAIN FINDINGS

The main findings of the report

The educational provision for children under five is generally good and successfully promotes the Desirable Learning Outcomes for Children's Learning.

- Standards in the six areas of learning are as follows:

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

- In Key Stage 1 (KS1) and Key Stage 2 (KS2), standards of achievement in the National Curriculum (NC) subjects and religious education are as follows:

Subject	KS1	KS2
English	Good	Good
Mathematics	Good	Very good
Science	Good	Very good
Welsh second language	Good	Good
Design and technology	Satisfactory	Good
Information technology	Satisfactory	Very good
History	Satisfactory	Good
Geography	Satisfactory	Good
Art	Good	Good
Music	Good	Very good
Physical education	No evidence	Good
Religious education	Satisfactory	Very Good

- In the lessons observed across the school, standards of achievement were very good in 14 per cent, good in 76 per cent and satisfactory in 10 per cent.
- The standards achieved by pupils in applying key skills across the curriculum are very good in listening and are good in speaking, reading and numeracy. Standards in writing across the curriculum are satisfactory in KS1 and good in KS2. In information and communications technology (ICT), they are satisfactory in KS1 and very good in KS2.
- Pupils with SEN make good progress in relation to the learning targets set. Good provision is made for them and they are supported effectively by teachers and learning support assistants.
- Pupils' spiritual, moral and social development is very good. They relate very well to each other and to adults and co-operate effectively during work and play. Of particular note, is the way in which older pupils organise games for younger pupils and care and look after them on the playground and around the school. Pupils' cultural development is satisfactory with good aspects. Pupils are aware of various aspects of Welsh culture. Pupils in KS2 are familiar with the customs and lifestyles of some other religions through their work in religious education; this aspect is underdeveloped in KS1. Collective worship was inspected by a member of the Diocesan inspection team.
- Pupils' behaviour is very good and this has a very positive impact on the quality of life in the school and on pupils' learning.
- The quality of teaching was very good in 38 per cent of lessons, good in 52 per cent and satisfactory in 10 per cent. Most of the teaching is of high quality and enables pupils to make good and very good progress in their learning. Teachers have good knowledge and understanding of the subjects they teach.
- The main factors that raise the teaching to very good are high expectations by teachers resulting in the setting of demanding and challenging tasks that encourage pupils of all abilities to give of their best. Very good questioning techniques encourage pupils to give thoughtful and extended answers. Pupils are encouraged to evaluate their work and that of others. They are expected to find things out for themselves and to report their findings.

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- Where the teaching is satisfactory, there is an over-dependence on worksheets that do not challenge and extend pupils' learning. There are insufficient demands made of pupils to become independent and to find things out for themselves.
 - The quality of assessment, recording and reporting is good. Pupils' progress and achievement, including the under-fives, are assessed regularly. The assessments are accurate and are used effectively to improve pupils' learning. Reports to parents are of good quality. They provide suitable detail about pupils' progress and achievement across subjects and clearly identify targets for improvement.
 - The school provides all pupils with a good curriculum that is broad, balanced and relevant to their needs. Every pupil is fully included in all aspects of the life and work of the school. The curriculum is enriched by a variety of extra-curricular activities, visits to places of interest and by visitors to the school.
 - Arrangements made for support, guidance and pupils' welfare are very good. The school provides a stimulating and caring environment in which all pupils feel safe and secure. Levels of supervision are very good at all times.
 - Links with parents and the community, other schools and institutions are very good. Work-related education and the links with industry and business are satisfactory.
 - The quality of self-evaluation and planning for improvement is good. The school development plan (SDP) provides useful and good quality guidance over a three-year period. It is costed efficiently, identifies responsibilities, training needs and outcome targets. Progress is carefully monitored by the headteacher, staff and governors. The school meets statutory requirements in relation to target setting and most teachers also set individual targets for pupils that are suitably demanding but realistic.
 - The quality of the leadership and management of the school is very good. The headteacher provides very good leadership and a clear sense of direction. The aims of the school, identified in the first section of the report, are fully realised in the day-to-day activities of the school. Curriculum responsibilities are undertaken conscientiously by staff but as yet they have not developed the skills of critical evaluation when making a subject audit or when undertaking classroom monitoring.
 - The quality of staffing, accommodation and learning resources is good overall. Considerable improvements have been made to the premises and accommodation since the last inspection report. One major shortcoming remains. The mobile classrooms are without a mains water supply and this is a disadvantage for the provision of practical activities. In particular, the lack of water has a detrimental effect on the otherwise good provision for the under-fives.
 - The quality and quantity of the school's resources are good and teachers make very good use of what is available to support and enhance pupils' learning. There are, however, insufficient computers to meet the needs of pupils in KS1 and the supply of indoor equipment for physical education activities is very limited.
 - All six key issues identified in the last report in November 1997 have been very successfully dealt with.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement were very good in 14 per cent of lessons seen, good in 76 per cent and satisfactory in 10 per cent.

- Children under five make good progress and achieve satisfactory standards in each of the six areas of learning.
- In KS1, standards are good in mathematics, science, Welsh, art and music. In English, they are good in speaking, listening and reading and are satisfactory in writing. They are satisfactory in design and technology, information technology, history, geography and religious education. No lessons were observed in physical education.
- In KS2, standards of achievement are very good in science, information technology, music and religious education. They are good in English, mathematics, Welsh, design and technology, history, geography, art and physical education.
- In the 2002 NC assessment tests for KS2, the school's results were above the national average in English, mathematics and science.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards of achievement are good overall.

- Children under five make good progress in applying their language, literacy and communication skills across the six areas of learning. They also make good progress in their numeracy and ICT skills and make increasing use of both across various activities.
- In KS1 and KS2, most pupils speak clearly and audibly. A range of opportunities is provided for them to speak before an audience and, as a result, they develop good skills in expressing their ideas, thoughts and feelings.
- Listening skills are very good throughout the school. Pupils listen attentively in class and to each other. They respond appropriately to questions and instructions.
- The good standards of reading achieved by pupils allow them to read widely for pleasure and information. Good use is made of Big Books in whole-class situations to develop reading skills in English and Welsh. Topics studied by older pupils are well supported by reading relevant reference books.
- Pupils in KS2 write successfully for a broad range of purposes. They differentiate easily between imaginative and factual styles of writing. The range and purpose of writing are more limited for pupils in KS1.
- Good use is made of mathematical skills to develop work in other areas of the curriculum. For example, pupils in Y3 and Y4 measure and record the depth of soil in their excavation work in history and Y5 and Y6 pupils use their understanding of co-ordinates to work out routes on maps.
- Pupils in KS1 use the computer satisfactorily for a limited range of purposes. They generally achieve satisfactory standards in using ICT across the curriculum.
- Older pupils make very good use of the computer to find information, to produce graphical representations, to compile their own databases and to present and illustrate

their work effectively. By the end of the key stage, standards of achievement in using ICT across the curriculum are very good.

- A measure of the school's success in the development of key skills across the curriculum has been the recent award of a primary Quality Mark from the Basic Skills Agency.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' spiritual, moral and social development is very good and for their cultural development is satisfactory.

- A very good feature of the school is the caring, calm and happy environment that is created for pupils. There is mutual respect between staff and pupils. Pupils co-operate well, take responsibility and work collaboratively.
- Whole-school acts of collective worship take place daily. The local vicar takes an assembly each Friday providing a close link with the local church. Assemblies are used effectively to celebrate pupils' achievements and they make a positive contribution to pupils' spiritual and moral development.
- Teachers and pupils have good working relationships. Pupils are courteous and respectful and visitors are made to feel very welcome. Pupils have a good understanding of class rules and older pupils understand the laws that make society function effectively. They are very caring and supportive of younger pupils.
- Older pupils take on extra responsibilities such as organising the healthy tuck shop, collecting vouchers for classroom equipment, organising the playground games and when becoming playtime buddies for younger pupils. They undertake such responsibilities responsibly and effectively.
- Pupils learn to empathise with others less fortunate than themselves through fundraising activities to support a variety of charitable causes.
- Older pupils are aware of cultural difference through their work in religious education, geography, dance and music. However, this area of the curriculum is not consistently developed in all classes and across the school.

4.2 Behaviour and Attitudes

Behaviour and attitudes are of a very good standard and contribute significantly to the quality of learning.

- Very good relationships have been established in class between pupils and staff. Kindness and courtesy by staff produce similar attitudes in pupils.
- Pupils display respect and consideration to all adults and to each other.
- Pupils collaborate successfully and enjoy interacting in groups.
- The school has an appropriate policy to encourage good behaviour and to prevent discrimination and bullying.
- There are no exclusions.

4.3 Attendance

Attendance levels are good.

- Pupils are encouraged and rewarded for good attendance.

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- Punctuality is good. Lessons start and end on time.
 - Parents notify the school promptly when their children are absent.
 - There are no unauthorised absences.
 - Registration complies with statutory requirements.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 38 per cent of lessons observed, good in 52 per cent and satisfactory in 10 per cent.

- Most of the teaching is of high quality and enables pupils to make good progress in their learning.
- Good teaching occurs in all classes. Some very good teaching is evident in all KS2 classes.
- Most lessons are well planned and take due consideration of what pupils have already been taught. Relationships are very good and pupils respond with good motivation.
- The work in all lessons is supportive of pupils with SEN. Learning support assistants are effectively deployed and provide good support for pupils.
- Teachers have good knowledge and understanding of the subjects they teach.
- A suitable and imaginative range of resources is used effectively to support the work.
- In the very small number of lessons where the teaching is satisfactory, and in some other lessons, there is an over-dependence on worksheets that do not challenge and extend pupils' learning sufficiently. In some of these lessons, introductions go on for too long and insufficient demands are made of pupils to become independent and to find things out for themselves.
- Some factors that raise the teaching to very good are the high expectations set by teachers resulting in demanding and challenging tasks provided that result in pupils of all abilities giving their best at all times. Very good questioning techniques encourage pupils to give thoughtful and extended answers. Pupils are encouraged to find out things for themselves from a variety of sources and to report their findings. They are encouraged to be self-critical about the quality of their own work and to evaluate constructively the work of others.

5.2 Assessment, Recording and Reporting

Procedures for assessment, recording and reporting are good.

- Assessment procedures are detailed and thorough in the core subjects.
- On-going assessment is evident in teachers' plans, the questioning of pupils in class and in the marking of pupils' work.
- In many lessons, pupils are given opportunities to evaluate their own work and that of others. Older pupils can offer perceptive suggestions on how their work can be improved.
- There is a marking policy that is generally implemented well in all classes.

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- The assessment of pupils with SEN is very good. Clear, detailed records are kept of pupils' work and progress and this is used to inform their individual education plans (IEPs)
 - Pupils' progress is tracked effectively over the years. Tests and assessments are used as a base for the setting of school targets. Individual targets are also set, based on the evidence of the cumulative records kept.
 - All pupils have an individual portfolio of their achievements and assessments. This includes samples of their work and notes made on their on-going progress.
 - Written reports comply with statutory requirements and are of good quality. They are informative and record relevant details of pupils' attainment and progress in all areas of the curriculum. General targets for improvement clearly identify the way forward for pupils.
 - Parents are encouraged to give a written response to the report and to discuss its content with staff.

5.3 Curriculum

The school provides a broad, balanced and relevant curriculum of good quality.

- The quality of the curriculum for the under-fives is good and enables the children to be well prepared for their future learning experiences.
- In KS1 and KS2, delivery of the curriculum is well organised with English and mathematics being taught mainly in the morning sessions and science and the foundation subjects taught in the afternoons. In KS2, all subjects have sufficient coverage time over the course of an academic year. In KS1, there are some gaps in the coverage of the curriculum in history, geography and religious education over the course of the year.
- There are policy documents and schemes of work of good quality for all subject areas. All have been reviewed in line with the requirements of Curriculum 2000.
- Suitable prominence is given to personal and social education within the school's curriculum. The development of high standards of behaviour, including care and consideration of others, are given high priority in the school.
- Curriculum provision for pupils with SEN is good and they make good progress towards the learning targets set.
- There is a homework policy and the school's Home School Agreement clearly outlines what is expected. Parents, in general, are content with the amount and content of the homework provided for their children.
- Curriculum time is further extended by a regular variety of educational visits, including an exchange visit with a school in North Wales. Such visits serve effectively to develop pupils' interest and support the work in areas of the curriculum such as Welsh, history, geography, art and music.
- Over the academic year, a good range of extra-curricular activities in sport, art and music are organised for the benefit of pupils.
- The provision is socially inclusive. All children, including those with SEN, participate fully in all aspects of the curriculum.

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- The *Cwricwlwm Cymreig* features in teachers' planning and in pupils' learning experiences.

5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and pupils' welfare is very good.

- Teachers know their pupils well and all pupils are treated as individuals and are valued and respected. Pupils feel confident to approach adults for help or advice when needed.
- There is a very happy, caring atmosphere in the school and all pupils' talents are recognised and celebrated.
- Parents appreciate the support of the school staff.
- Teachers are fully aware of pupils' individual learning and medical needs. Good procedures are in place to contact parents in the case of illness.
- Learning support assistants give very good support to individual pupils with SEN and to groups of pupils.
- The school is a secure working environment where pupils are well cared for and their health and safety are of paramount importance. Very good action is taken by teachers to ensure that pupils work safely in physical education and when using tools in other practical activities. They are well supervised at all times, both within the school and on the playground.
- A range of policies including health and safety, equal opportunities, racial equality, bullying and personal and social education, make a valid contribution to pupils' safety and welfare. Circle Time provides good opportunities for pupils to discuss social and personal issues.
- The school is participating in the health promotion initiative to create a health promoting workplace.
- There is a qualified first aider on the staff and good procedures are in place for child protection.

5.5 Provision for Pupils with SEN

The school makes good provision for pupils with SEN.

- There are 15 pupils on the school's register for SEN; two are on School Action and 13 on School Action Plus according to the new Code of Practice for SEN.
- Pupils with SEN make good progress. They achieve well through being provided with suitably differentiated work, good support from classroom assistants and working alongside pupils in other classes. No pupils are withdrawn from lessons and all receive a broad and balanced curriculum.
- Each pupil has an individual assessment profile that is developed and reviewed alongside the IEPs. Detailed records of good quality are kept for each pupil on the SEN register. The SEN Code of Practice is effectively and efficiently administered. The IEPs provide realistic targets for development. Learning support assistants have received appropriate training and are closely consulted in the review of the IEPs.
- Parents are consulted regularly and they are kept fully informed of the progress made by their children.

5.6 Partnership with Parents and Community, Schools and Other Institutions

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

- Parents are kept well informed by the school prospectus, newsletters, school reports and regular meetings.
- Parents are appreciative of the ready access they have to the headteacher and all members of staff.
- There is a 'Friends of the School' group which is successful in raising funds. These funds are used appropriately to support learning activities.
- The Home School Agreement has been signed by the vast majority of parents and meets statutory requirements.
- Members of the governing body provide very good support to the school and play an important part in ensuring that it is fully integrated with the community.
- Members of the community attend school functions and pupils take part in community activities. The skills and interest of local people are used effectively to promote aspects of the curriculum.
- There are very good pastoral, curricular and administrative links with the comprehensive school and a close relationship with other schools in the area.
- Pupils and staff benefit from the good relationship with teacher training institutions.
- The school receives very good support from outside agencies.

5.7 Partnership with Industry

Partnership with industry and local business is satisfactory.

- The school has set suitable targets to improve and extend links with industry and local business.
- A grant from the Welsh Arts Council was received for the garden project.
- The school is involved in a local recycling project and pupils visit the Tesco store food department as part of their curriculum studies.
- Limited use has been made of the support available from the Education Business Partnership.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- The SDP provides useful and good quality guidance over a three-year period. Governors and teachers influence the content of the plan. The SDP is costed efficiently, identifies responsibilities and training needs and indicates the start and completion for actions. Outcome targets are identified and the progress made to meet the targets is carefully monitored by the headteacher and staff.

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- The headteacher provides written and verbal feedback to governors on progress in all aspects and subjects. Reports from monitoring visits undertaken by local education authority personnel are also shared.
 - The monitoring role of co-ordinators is developing satisfactorily. They are beginning to gain an oversight of the teaching and learning in their particular subject areas. Some of the written records of audits undertaken by them for some subject areas are not sufficiently rigorous in identifying strengths and weaknesses. Similarly, class monitoring records, although more detailed and informative, do not include any constructive criticism on how the teaching and learning can be improved.
 - The school analyses its performance in the NC assessments against national and county data. Statutory requirements are met in relation to target-setting and, in addition, most teachers set realistic, individual targets for pupils. Some of the individual targets set for Y5 and Y6 pupils to improve the development of their key skills across the curriculum are particularly useful.

6.2 Leadership and Efficiency

The quality of the leadership and efficiency of the school is very good.

- The headteacher provides the school with very good leadership and a clear sense of direction. The aims of the school, identified in the first section of the report, are fully realised in the life and work of the school.
- Teachers work well together and they share their considerable expertise effectively to review and update the school's documentation. Curriculum responsibilities are undertaken conscientiously but teachers have not yet developed the skills of critical evaluation when making an audit or when undertaking classroom monitoring.
- The governing body is very supportive and members are fully aware of their statutory responsibilities. They are knowledgeable about the curriculum, financial matters, health and safety issues, premises and accommodation and all other matters to do with the smooth running of the school. Each member has oversight of a curriculum area. All statutory requirements are met.
- The budget is efficiently managed and most subjects are well resourced. There is, however, a paucity of equipment for indoor physical activities and a shortage of computers in KS1.
- The school secretary provides very good support and routine administration and organisation are effective.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, accommodation and learning resources is good overall.

- Staffing arrangements are good and good use is made of teachers' qualifications and expertise in managing curriculum areas. Learning support assistants, domestic staff and the school secretary make a valuable contribution to the work of the school.
- In-service training (INSET) is well organised and closely linked to the needs of the school as highlighted in the SDP.
- Job descriptions are in place for all staff. Some are very general and not sufficiently specific to each person's role in the school.

- There has been a significant improvement in the accommodation since the last inspection. The school now has a hall, which is used for school lunches, indoor physical education, music and assemblies. There are three mobile classrooms providing good space for pupils.
- The mobile classrooms, however, do not have suitable access to a water supply and this is a disadvantage for the provision of practical activities. In particular, the lack of water has a detrimental effect on the otherwise good provision made for the under-fives.
- There is a suitable hard surface play area, which is marked for various games and a large field for fair weather play. There is a safe play area for the early years children, but this is also used by other pupils in KS1. The school has created a peaceful and effective garden area, which can be used in the summer for story-telling or other curriculum activities.
- The resources throughout the school are generally good. However, there are insufficient computers for pupils in KS1 and the supply of suitable indoor equipment for physical education activities is very limited.
- Teachers make very good use of resources to support and enhance pupils' learning.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is mainly of good quality and successfully promotes the Desirable Outcomes for Children's Learning. There is, however, one serious shortcoming in that there is no water provision in the classroom and this necessitates having to carry water from the main building for practical purposes. Standards of achievement in all the six areas of learning are good.

- The children achieve good standards in their **language and literacy** skills. They listen attentively to stories, to instructions and to each other. They handle books with enjoyment and older pupils are aware of the order of books and that they are written by an author. Almost all the children can recognise their own names and about half can recognise the names of other children and have made a start at reading simple sentences from books. Approximately seven children have made a good start at writing independently. The majority has a good grasp of simple words and phrases in Welsh that they use in relevant contexts.
- The children's **personal and social development** is good. They relate very well to adults and to each other. They respond well during Circle Time activities and are becoming aware of the needs of others. They are beginning to take turns and they share resources harmoniously.
- Good standards are achieved in their **mathematical development**. Most can sort and compare objects according to size, colour and type. Younger children recognise numbers to five and are beginning to match their counting with objects. Older children are confident at counting to 20 and are confident at matching a given quantity to a number. They can form numbers clearly and about four of the children are secure in adding different numbers to 10. They recognise and name basic shapes and they develop an understanding of quantity during cooking and other practical activities.

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- Good standards are achieved by the children in their **knowledge and understanding of the world**. Following a study of toys old and new, they are developing an understanding of how things have changed over the years. They are familiar with a globe and enjoy looking for places they have heard of or visited. They know that to get to these places they have to travel by sea, land or air. Visits to a local farm and the village shop have engendered discussion on different animals, fruit and vegetables. Through using the electronic Roamer, the children are learning to use directional language in a relevant context.
 - They take part in physical education lessons enthusiastically and they achieve good standards in their **physical development**. They get changed quickly and without too much fuss. They use space well and display good awareness of others around them. They display increasing co-ordination skills and are they handle appropriate tools, construction and malleable materials safely and with a good degree of dexterity.
 - The children achieve good standards in their **creative development**. They experiment with pastels, paints, crayons, chalk and charcoal and use a good range of materials to improve their sense of colour and pattern. They have looked at paintings of the weather by famous artists and made very good efforts to emulate the style and use of colour in the paintings. They join in enthusiastically with songs and rhymes and they know about beat and rhythm. They can distinguish between loud and soft rhythmic patterns. They display good imagination during role-play activities such as when using puppets to depict characters from Peter and the Wolf and they develop good imaginary situations in the classroom role play area.

English

In KS1, standards of achievement are good in speaking, listening and reading. They are generally satisfactory in writing. In KS2, standards of achievement are good in all aspects of the work.

Good features

- In KS1, most pupils listen attentively and respond effectively. In KS2, pupils' responses indicate the very good quality of their listening skills.
- Pupils in KS1 talk eagerly about matters of immediate interest and they respond confidently to teacher questioning. In KS2, pupils wait their turn to speak and most respond thoughtfully and perceptively to teachers' questions. They talk at length about their work and are not afraid to voice an opinion about what aspects they like or dislike. The more able use a wide range of vocabulary in their conversation.
- Pupils in KS1 develop a satisfactory range of reading strategies to help them tackle unfamiliar words. Books are generally well matched to their ability. By the end of the key stage, the majority of pupils convey suitable expression when reading aloud and display good understanding of the text.
- In KS2, pupils enjoy books and are eager to talk about the content, giving vivid descriptions of the plot and characters. Most can discuss favourite authors and give valid reasons for their choices. By the end of the key stage, pupils read suitably challenging texts with a good degree of fluency and expression. Most are able to find and retrieve information from a variety of sources and use it effectively to enhance their studies.
- In KS1, approximately half of the Y2 pupils write at satisfactory length and display increasing confidence and understanding of forming sentences correctly when writing

independently. Pupils in KS2 write for a wide variety of purposes. Across the key stage, their work includes stories, poems, dialogues, play-scripts, diary, letter and factual writing. The writing of the vast majority of pupils in KS2 is of good quality, displaying a suitable range of vocabulary and a good understanding of grammar and punctuation conventions. Standards in handwriting and the presentation of work are good. Good use is made of information technology to edit, re-draft and present the work effectively in a variety of forms.

Shortcomings

- The overuse of worksheets in KS1 restricts pupils' progress in writing at length and for a variety of purposes. As a result, just under half of the pupils in Y2 write very briefly and are insecure in their formation of sentences.

Mathematics

Standards of pupils' achievement are good in KS1 and are very good in KS2.

Good features

- In KS1, pupils are competent at giving information on the selected number of the week. Older pupils describe numbers as having one or two digits. They compose mathematical sentences about the number and can also place it in an order of numbers.
- Key Stage 1 pupils have a good understanding of 2-D shapes and can discuss their properties. The older more able pupils can name and discuss the properties of pentagons, hexagons and octagons.
- Pupils correctly identify a Venn diagram and use mathematical language confidently when sorting shapes.
- Older pupils in KS1 can add numbers competently to 20. They understand the terms addition and subtraction. They use a variety of strategies to subtract.
- By the end of the key stage, pupils express their ideas clearly, using the correct terminology to explain their answers and strategies.
- At the beginning of KS2, pupils are confident in answering questions in mental arithmetic. They display a good understanding of numbers and number bonds.
- By the end of KS2, pupils can explain their mental strategies competently.
- They have a good understanding of times tables, multiples and factors. They understand the inverse operations of division and multiplication. They have a good understanding of place value of decimals to two decimal places.
- Pupils in Y6 make good progress in their work on co-ordinates in four quadrants. They can identify the vertical and horizontal axis correctly. They can translate shapes on a grid.
- More able pupils have good understanding of equivalent fractions and they can order fractions correctly.
- Pupils in Y6 draw angles accurately and they are beginning to gain the skill of estimating the size of angles.

Shortcomings

- Pupils at the end of KS1 are uncertain about units of measure.

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- By the end of KS2, some pupils are uncertain of multiplication by two-digit numbers.
 - Some pupils are insecure in their understanding of the equivalence of fractions.

Science

Standards of pupils' achievement are good in KS1 and are very good in KS2.

Good features

- In KS1, pupils have a good understanding of food groups and which foods suit a healthy lifestyle. They can explain that milk makes bones and teeth strong.
- They have designed healthy eating posters and planned a healthy meal. They show good understanding of the work undertaken.
- Pupils understand that exercise is good for a healthy life.
- They understand the importance of bones in supporting and protecting the body and how they help movement.
- They can name joints within the body and more able pupils can explain the function of the joints.
- More able pupils could recall their work on the life cycle of the frog and put the stages in the correct order.
- Pupils in Y3 and Y4 understand the concept of a fair test and they can set up their own tests to compare friction between different surfaces.
- Pupils can predict possible outcomes, then test their prediction and record their results. They communicate their findings clearly in oral and graphical forms and they use scientific vocabulary in relevant contexts.
- More able pupils have a good understanding of the relationship between force and friction.
- Pupils in Y5 and Y6 are able to make sensible and logical predictions. They test their hypotheses and make careful observations of their experiments before drawing conclusions.
- Older pupils in KS2 have a sound understanding of the principles of evaporation, condensation and temperature. They understand the processes involved in the water cycle.
- They understand reversible and irreversible changes on substances when heated or burnt. They use correct scientific vocabulary such as flammable and inflammable.
- They understand that some solutions can be separated by filtering and sieving while others cannot.
- Graphs and tables are used effectively to record results. Written work is well organised well illustrated and generally neat.

Shortcomings

- In KS1, some pupils find it difficult to recall previous work completed in science lessons.
- There are no significant shortcomings in KS2.

Welsh second language

In both key stages, standards of achievement are good in listening, speaking and reading. They are satisfactory in writing.

Good features

- In KS1, pupils know and use a number of greetings and they can ask and answer simple questions in Welsh.
- They have a developing understanding of basic sentence structures and language patterns and these are practised regularly in lessons and incidentally during the school day.
- They read aloud from a big book with their teacher and display good levels of understanding. They form simple sentences, with the help of some prompts, to describe a snowman.
- In KS2, pupils make good progress in their ability to speak and read in Welsh. Pupils in Y3 and Y4 can use negative forms accurately when describing the weather. Most are able to combine two phrases when describing how they are feeling.
- Pupils in Y5 and Y6 can understand questions posed and sustain a simple conversation about themselves, their hobbies and some of their likes and dislikes in relation to their studies. Dinner monitors ask for information in Welsh and pupils respond accordingly in the language. The vast majority can read simple texts with good pronunciation and understanding. Most can compose basic sentences with the help of prompts.
- Pupils in both key stages have a good repertoire of songs in Welsh and they sing tunefully, sometimes in two parts, with obvious enjoyment.
- Older pupils make good use of e-mail facilities to communicate in Welsh with their pen-pals in the school they have visited in Conway. Such activities enable pupils to use the language in relevant contexts while enhancing their understanding and fluency.

Shortcomings

- Pupils in both key stages lack confidence in writing the language and few can write independently without prompts.

Design and technology

Standards of pupils' achievements in design technology are satisfactory in KS1 and are good in KS2.

Good features

- Pupils in KS1 use a range of materials effectively to construct Chinese masks that are well finished and colourful.
- They design posters and use card, paper and paint to create replica plates of food linked to the healthy eating project in science.
- As part of a science lesson, they have constructed pipe cleaner figures to demonstrate the positions of joints on the body.
- In the early stages of KS2, pupils complete effective designs that they then convert into a finished product of a high standard.
- Pupils in Y3 and Y4 are making good progress in developing the skills needed to sew. All pupils work with determination and the majority can thread needles and sew using tacking and back stitches. They make patterns to make wallets or purses, cut out the material and pin it together, before tacking it in place.

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- They have completed a very good project on packaging, analysing how the boxes are constructed, what materials were used and why. Pupils then planned their own designs on the basis of what was learned. They have made detailed evaluations of their own packages.
 - At the end of KS2, pupils can discuss their project on biscuit making. They devised their own recipes, mixed the ingredients and cooked the biscuits. They completed a detailed self-assessment sheet to evaluate their work. They deduced that some of the biscuits burned even though they were all given the same cooking time and that this was due to the amount of sugar used.

Shortcomings

- In KS1, pupils are insecure in how to plan and evaluate their own work.
- Some pupils in KS1 have difficulty in manipulating materials and their fine motor skills are insufficiently developed to complete the tasks set.

Information technology

Standards of achievement are satisfactory in KS1, good in the early part of KS2 and very good by the end of the key stage.

Good features

- In KS1, pupils use the mouse competently and some pupils are beginning to develop satisfactory keyboard skills. They use graphic programs to draw pictures and use word processing skills to present their work.
- Pupils use the mathematics assessment programme competently, reading instructions from the screen and following them well.
- They use informative programs to find information linked to science work or literacy.
- Throughout KS2, pupils are building effectively on previous experiences and develop increasingly competent keyboard skills. They use the mouse to highlight text change font and font sizes.
- They have used their information technology skills in a cross-curricular context, compiling data bases in science and producing graphical representation to illustrate their work.
- Older pupils in KS2 have developed very good keyboard skills. They use word processing efficiently and produce final presentations using their skills.
- Pupils in Y6 are competent in their use of various programs. They can use word art to change text, import graphics and make final drafts of a high standard.
- They have been actively involved in the production of a CD, which is an interactive presentation of the school and its activities. This is of a very high standard.
- Pupils have used e-mail effectively to communicate with their link school in North Wales. They use the Internet competently to access information.
- Pupils have used control technology when constructing 'moon buggies' in design technology. They have recorded their work well, amending instructions and reviewing their initial trials. Work of a good standard has been produced using Logo. Pupils are able to program their instructions using repeating instructions.

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- Pupils discuss the work they have done using a data-handling program to interpret and analyse football tables enthusiastically. Through the work, they have compiled their own databases, produced charts and graphs and interrogated the database.

Shortcomings

- In KS1, pupils do not access programs independently as the class computers are already set up for their use.
- The computer skills of pupils in KS1 are not developed sufficiently across the curriculum.

History

Standards of achievement are satisfactory in KS1 and are good in KS2. Pupils in Y3 and Y4 achieve very good standards in some aspects of the work.

Good features

- In KS1, pupils are developing an understanding of the concept of 'long ago' through comparing Victorian kitchens with their own and by looking at household items used by their grandparents.
- They listen to stories about events in the past and begin to understand that living conditions are different today.
- Pupils have a generally satisfactory recall of previous work.
- Pupils in Y3 and Y4 demonstrate a secure understanding of the chronology of important historical periods and events.
- In their study of life in Tudor times, they have developed very good research skills through excavating for clues about the past in prepared trays of earth containing buried artefacts and looking up information on the Internet and in reference books. They display good understanding of the difference between primary and secondary evidence sources.
- Pupils in Y3 and Y4 display very good recall of work previously covered.
- In their study of events surrounding the Second World War, pupils in Y5 and Y6 have developed their research skills effectively by interviewing people who remember life during the war and by looking at evidence of pictures and posters from the period.
- They appreciate how difficult life must have been for people at the time and understand the need for evacuation and the rationing of food.
- Pupils in Y5 and Y6 demonstrate good recall of work previously covered.
- A range of worthwhile visits to places of historical interest enhances pupils' educational experiences and adds relevance to their work.

Shortcomings

- In KS1, pupils' historical enquiry skills are underdeveloped.
- They have limited knowledge of characters and events from Welsh history.
- The restrictive format of work-sheets limit pupils in KS1 from using their writing skills to record work undertaken.

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- Pupils' understanding of cause and effect in relation to the historical periods they have studied is underdeveloped.

Geography

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

Good features

- Older pupils in KS1 can identify some features of a village near Botswana satisfactorily. They can compare weather conditions there with the weather in their area.
- In their study of the weather, pupils have made graphs of their favourite weather patterns and collected different sayings and poems about the weather.
- Pupils in Y3 and Y4 demonstrate good recall of work previously covered on 'food' and 'farming'. They can discuss the packaging of food and its transportation to various parts of the world.
- Most can identify the Diocese of St David's on a map of Wales. They can also identify Llangwm and some major towns and cities on the map. They are becoming familiar with new county structure of Wales in comparison with the old.
- Good use has been made of a visit to Llangwm Primary School in Conway to add relevance to the study of a contrasting locality by Y5 and Y6 pupils. Pupils are able to discuss knowledgeably the similarities and difference in the physical and human features of South Pembrokeshire and Snowdonia. They use geographical language confidently.
- Pupils' mapping skills are developing well. They understand the need for keys and symbols and can identify them on maps they used on their trip to Snowdonia. They are able to use co-ordinates effectively to find places and features on Ordnance Survey maps. They display a good understanding of scale.

Shortcomings

- In KS1, pupils' mapping skills are not well developed.
- Some pupils in KS1 do not have a good recall of work previously covered.
- There are no significant shortcomings in KS2.

Art

Standards of achievement are good in both key stages.

Good features

- A wide range of media is used confidently by KS1 pupils to create silhouette pictures, stormy sea paintings, tree paintings in different settings, masks and pictures of themselves. The finished work is all of a good standard.
- Pupils have created attractive marbling designs to form individual Christmas cards.
- Using oil pastels, pupils in KS1 have created observational paintings of fruit bowls that are colourful, attractive and of good quality.
- Pupils in Y3 and Y4 have used a range of media and techniques to good effect to produce Aboriginal Bark paintings and imaginary world landscapes.
- Their portraits of Tudor Kings and Queens display good observational skills and effective use of paint. All the portraits are of a good standard and a few pupils have achieved very good standards in their completed work.

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- Pupils in Y5 and Y6 have studied landscapes painted by Dali and Cezanne. In response to their observations, they have used oil pastels to create their own landscapes, emulating the variety of shades, colour and techniques used by the masters. Pupils' finished work is of good quality.
 - When painting contrasting landscapes to depict the different terrain of Pembrokeshire and Snowdonia, pupils display good use of cold and warm colours to highlight differences in the landscapes. They have used a scanner to good effect to enlarge their paintings.
 - Pupils in Y5 and Y6 have designed their own Christmas cards, using Bethlehem houses as the base. The black and white finished products are effective and of good quality.
 - The pupils are able to talk knowledgeably and confidently about what they like and dislike in the work of famous artists. Most are also able to be constructively critical about their own and others' paintings.

Shortcomings

- There are no significant shortcomings.

Music

Standards of pupils' achievement in music are good in KS1 and very good at the end of KS2.

Good features

- Pupils listen attentively to music when entering assembly. Most can identify the main instrument being played. They participate in singing hymns with great enthusiasm, especially the younger pupils.
- In KS1, pupils have a good repertoire of songs in English and Welsh. Most use their voices expressively. They are able to sing in parts sustaining a melody whilst others are singing a different line.
- At the end of KS2, pupils listen to rhythms carefully and repeat the rhythm using a range of percussion instruments. They correctly identify the pitch of notes as being higher or lower. They pitch their own voices well to a given note on a chime bar.
- Both boys and girls sing confidently performing songs well in two parts. They sing well unaccompanied in three parts and in a two-part round with tuned percussion as accompaniment. They maintain a good rhythm and sing tunefully.
- More able pupils understand a wide range of musical vocabulary including terms such as melodic, ostinato, lyrics and pitch.

Shortcomings

- There are no significant shortcomings.

Physical education

No lessons in physical education were seen in KS1 or in the early years of KS2. No judgement can therefore be made about standards. In the one lesson seen at the end of KS2 the standard of achievement was good.

Good features

- In the dance lesson seen at the end of KS2, most pupils showed an enjoyment for the activity and responded very well to the teacher.

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- They demonstrated that they can use space effectively and most co-operate well with each other. They move well and display good rhythm and timing. They interpret instructions imaginatively and effectively.
 - Pupils evaluate their own work and that of others. Their evaluations are generally perceptive albeit without any negative comments.

Shortcomings

- The reluctance of a minority of boys to dance with girls impeded the progress of their partners.

Religious education

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

Good features

- In KS1 pupils can recall some Bible stories told recently in assemblies.
- They can recall work on healthy eating linked to harvest festival.
- In early KS2, pupils refer back to previous work and recall their visit to the church clearly. They remember the main features of the church building and its contents. They use the correct terms to describe areas of the church such as nave, choir, altar, and chancel.
- Pupils complete careful drawings and write well about the areas of the church. They describe their feelings on entering the church and sense the church to be a special place.
- Pupils in Y3 and Y4 make good progress in beginning to compile their own guide to the local Church of St Jerome.
- They have completed detailed writing on the visit of the Bishop of St David's to the school. They understand the reasons for special clothes worn by the bishop and of the symbolism of the cross, the crook and the mitre.
- At the end of KS2, pupils are beginning to gain an understanding of other religions including Judaism and Sikhism. They recall in detail their visit to the synagogue and discuss the differences in how men and women are treated.
- They talk with some knowledge about the Sikh religion. They know about its founder and they can remember the symbolism attached to the five Ks.
- More able pupils can talk about the significance of special people in religions, including Jesus, Guru Nanak and Mohammed.
- Pupils recall their work on the Ten Commandments and laws. They have devised their own five most important laws for life.

Shortcomings

- In KS1, pupils have limited recall of previous work.
- They have limited knowledge of other religions.
- The recording of work undertaken by pupils in KS1 is very limited.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in October 1997. The school needed to:

- improve the standards of pupils' achievements in design and technology and enhance the provision of incidental Welsh;
- improve standards of presentation of work;
- establish and implement a manageable system of assessment where the outcomes of assessment have a clear impact on lesson planning;
- improve the effectiveness of the SDP as a planning document;
- continue with efforts to enhance the accommodation;
- maintain the good features of many aspects of school life.

There has been a good to very good level of improvement in relation to all six key issues. Standards in design and technology are now good and there is good provision for incidental Welsh. The presentation of pupils' work and assessment procedures are now both of good quality. The SDP is now a very effective planning document and the accommodation has been considerably improved. The good features of school life identified in the last report have been maintained and most have been improved even further.

8.2 Key Issues for Action

There is need to:

- raise standards in the subjects or aspects where shortcomings have been identified;
- develop the critical role of curriculum leaders more effectively;
- provide mains water as a matter of urgency in the mobile classrooms, in particular for the under-fives.

APPENDIX

A. Basic Information About the School

Name of School	Llangwm Voluntary Controlled Primary School
School type	Primary
Age-range of pupils	4-11
Address of school	The Gail Llangwm Haverfordwest Pembrokeshire
Post-Code	SA62 4HJ
Telephone Number	01437 890528

Headteacher	Mr Nicholas Groves
Date of appointment	December 2001
Chair of Governors	Mr Barry Childs
Registered Inspector	Ms Lona Thomas
Dates of inspection	3-5 February 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	17	13	13	6	12	18	12	91

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	22.75:1
Average class size, excluding nursery and special classes	22.75
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	95.5	95.6	94.8	95.3
Term 2	94.6	94.4	94.8	94.6
Term 3	94.9	96.2	94.8	95.6

Percentage of pupils entitled to free school meals	20
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS1 Results: 2002	Number of pupils in Y2: 5
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included.	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	80

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS2 Results: 2002 (Compared with National Results for 2001)								Number of pupils in Y6: 11					
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	0	45.5	54.5	
		National	0	0	1	n/a	0	1	6	19	48	25	
	Test/Task	School	0	0	0	0	0	0	0	0	54.5	45.5	
		National	0	2	2	0	n/a	n/a	4	14	47	31	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	0	45.5	54.5	
		National	0	0	1	n/a	0	1	4	19	47	28	
	Test/Task	School	0	0	0	0	0	0	0	0	45.5	54.5	
		National	0	2	1	1	n/a	n/a	4	18	42	32	
Science	Teacher assessment	School	0	0	0	0	0	0	0	0	36.4	63.6	
		National	0	0	1	n/a	0	0	3	15	52	29	
	Test/Task	School	0	0	0	0	0	0	0	0	27.3	72.7	
		National	0	2	0	1	n/a	n/a	2	13	51	31	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh			
by Teacher Assessment		by Test	
In the school	100	In the school	100
In Wales	68	In Wales	68

D	Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
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 not entered for tests because they are working outside the levels of the tests.
W	Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
n	Tests do not cover these levels.
n/a	not applicable.

D. The Evidence Base of the Inspection

- The inspection was carried out by a team of three inspectors over two and a half days.
- Twenty-one lessons were observed.
- A sample of pupils across the school were heard reading in English and Welsh.

- A selection of pupils’ written and practical work in all subjects was inspected and discussed with them.
- Discussions with staff covered a wide range of issues relating to school work.
- The school’s planning documents and various files and records were scrutinised.
- Inspectors were present at morning assembly.
- Eleven parents attended the pre-inspection meeting and 26 questionnaires were completed.
- Discussions were held with governors in pre and post-inspection meetings.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Ms L Thomas	RgI	Context; Main findings; Educational standards achieved; Standards achieved in key skills across the curriculum; Quality of teaching; Curriculum; Quality of self-evaluation and planning for improvement; Leadership and efficiency; School improvement	early years English Welsh history geography art
Mrs J Taylor	Team	Pupils’ spiritual, moral, social and cultural development; Behaviour; Support, guidance and pupils’ welfare; Assessment, recording and reporting; Provision for pupils with SEN; Staffing, accommodation and learning resources	mathematics science design and technology information technology music physical education religious education
Mrs E Taylor	Lay	Attendance; Partnership with parents, community, schools and other institutions; Partnership with industry	

The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

