

**REPORT**

**on the**

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

**LLANGYNWYD PRIMARY SCHOOL  
HEOL CADRAWD  
LLANGYNWYD  
MAESTEG  
BRIDGEND  
CF34 9TE**

School Number: 672/2149

Date of Inspection: 19 – 22 January 2004

**By**

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Under Estyn contract number: T/105/03P

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## CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

## GRADE DESCRIPTIONS

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

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

# CONTENTS

	<b>Page</b>
<b>1. CONTEXT</b>	
The school and its priorities	1
<b>2. MAIN FINDINGS</b>	
The main findings of the report	2
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</b>	
3.1 Standards achieved in subjects and areas of learning	5
3.2 Standards achieved in key skills across the curriculum	5
<b>4. ETHOS OF THE SCHOOL</b>	
4.1 Pupils' spiritual, moral, social and cultural development	6
4.2 Behaviour and attitudes	7
4.3 Attendance	8
<b>5. QUALITY OF EDUCATION</b>	
5.1 Teaching	8
5.2 Assessment, recording and reporting	9
5.3 Curriculum	10
5.4 Support, guidance and pupils' welfare	10
5.5 Provision for pupils with special educational needs (SEN)	11
5.6 Partnership with parents and community, schools and other institutions	12
5.7 Partnership with industry	13
<b>6. MANAGEMENT</b>	
6.1 Quality of self-evaluation and planning for improvement	13
6.2 Leadership and efficiency	14
6.3 Staffing, accommodation and learning resources	14

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

Provision for the under-fives	15
English	18
Mathematics	19
Science	20
Welsh second language	22
Design and technology	22
Information technology	23
History	24
Geography	25
Art	27
Music	28
Physical education	29
Religious education	29

## **8. SCHOOL IMPROVEMENT**

8.1	Progress since the last inspection	30
8.2	Key issues for action	31

## **APPENDIX**

A.	Basic information about the school	32
B.	School data and indicators	32
C.	Results of National Curriculum assessments and public examinations	33
D.	The evidence base of the inspection	34
E.	Composition and responsibilities of the inspection team	35

## 1. CONTEXT

### The school and its priorities

Llangynwyd Primary School is situated in the village of Llangynwyd, north of the town of Bridgend and two miles from Maesteg. It serves an area which the school describes as mixed, being in the main neither prosperous nor economically disadvantaged but with sizeable percentages of relatively prosperous and economically disadvantaged homes. Approximately 26% of pupils are entitled to free school meals. The school caters for pupils between three and 11 years. There are 78 (full time equivalent) pupils on roll, including six full time nursery pupils and two who attend in the afternoons only. In total 32 pupils are identified as having special educational needs (SEN) including three for whom a statement of SEN has been made. The school houses a resource base comprising two classes for pupils with communication disorders. The SEN Resource Unit serves the whole of the County Borough of Bridgend. There are currently no pupils for whom the curriculum is disapplied or modified. There are three mainstream classes, one comprising nursery and reception, another years one two and three, and the third years four five and six.

The school aims to provide pupils with high quality learning experiences in order to enable them to achieve the highest standards of which they are capable. It also encourages all pupils to acquire a sense of responsibility. Among the school's priorities, which are identified in the school development plan, are the raising of standards in reading and writing, scientific enquiry and using and applying mathematics. The school is also committed to improving pupils' use of key skills across the curriculum.

The school was last inspected in June 1998.

## 2. MAIN FINDINGS

### The main findings of the report

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

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

- Throughout the school, the standards were very good in 11% of the 46 lessons seen, good in 83% and satisfactory in 6%. The standards in all the subjects of the national curriculum (NC) and religious education in Key Stage (KS) 1 and Key Stage 2 (KS2) are as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Satisfactory	Satisfactory
Design and technology	Good	Good
Information technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical Education	Good	Good
Religious education	Good	Good

- Pupils with SEN make progress in accordance with their ability and standards of achievement are good.
- As the number of pupils eligible for assessment at the end of KS1 in 2003 was more than four but less than 10, performance indicators only are noted. These indicate that the percentage of pupils attaining level 2 in English, mathematics and science is 56 per cent. The national percentage is 79 per cent. In KS2, the 2003 results were above the national average in English, and below the average in mathematics and science. The school's results compare favourably with those of similar schools in Wales in English, mathematics and science, being above average in each. When the figures are adjusted to take account of pupils for whom the NC was disapplied, the school's results are in the upper 25% in English, mathematics and science when compared with similar schools in Wales. The school succeeded in meeting its targets in English and science for 2003, falling just short in mathematics.
- Children under five make good progress in applying their early communication, numeracy and ICT skills across the six areas of learning. In KS1 and KS2, the standards achieved in applying pupils' speaking, listening and reading skills are good. Standards are satisfactory in writing, numeracy and ICT. Plans to ensure that all pupils develop the key skills in a systematic and progressive manner and in a broad range of contexts are not fully implemented.

### **Ethos of the school**

- The provision for pupils' spiritual and moral development is good, for their social development it is very good and for their cultural development it is satisfactory. The school's strong all-inclusive ethos provides the basis for all aspects of school life. All pupils develop a strong sense of well-being and begin to know and value themselves as individuals and learn to reflect upon and respect the feelings of others. Pupils' moral development is good and teachers and other adults who work with pupils provide good role models. Pupils are aware of the need for social order and they demonstrate this through high levels of co-operation and collaboration. Pupils are caring of one another and this is a strong feature of the school. Pupils develop a satisfactory understanding of Welsh culture. They take part in eisteddfodau, and celebrations to mark St David's Day.

However, pupils' knowledge of Welsh artists is underdeveloped as is their knowledge and understanding of cultures other than their own.

- Pupils' behaviour and attitudes in classrooms and around the school are very good and contribute substantially to the achievement of good standards and the development in pupils of a strong sense of responsibility. The school successfully creates a happy, safe environment where pupils develop positive attitudes. Respect and friendliness between pupils and staff are evident.
- The level of pupils' attendance is satisfactory. At 92.13 per cent the average rate of attendance over the last three terms is an improvement since the previous report but is below the lea and all Wales averages. Absences are caused mainly through illness but the overall rate is adversely affected by the long-term absences of a small number of pupils whose attendance is below 50 per cent.

### **Quality of Education**

- The quality of teaching was very good in 13 per cent of the 46 lessons observed, good in 78 per cent and satisfactory in 9 per cent. All teachers have a sound knowledge of their subject, have high expectations of their pupils, sessions are conducted at a good pace and, on most occasions, the work is appropriate to the pupils' abilities.
- The quality of assessment, recording and reporting is good. Teachers use a good range of assessment techniques including the analysis of NC assessment results to make sure pupils make good progress in the core subjects. There is a good tracking system in place which monitors pupils' progress. The information from this is reviewed regularly and used to plan effective programmes for individual pupils and groups, and set challenging but manageable targets for them. This is yet to be extended to include all foundation subjects.
- The curriculum is appropriate, broad and balanced and meets the requirements of the NC and religious education. The curriculum for the under fives is good and promotes the Desirable Outcomes. School planning allows for the inclusion of key skills in units of work but plans to ensure that all pupils develop key skills in a systematic and progressive manner in a broad range of contexts are not fully implemented. Pupils with SEN are purposefully supported, and the quality of the curricular provision is good. The range of extra-curricular activities provided by the school includes rugby, cricket, netball, choir, recorders and ICT club. These enhance standards for those who attend.
- The support and guidance provided for pupils are good. Classes are orderly environments within which teachers and support staff know and care for pupils well. All pupils regardless of gender or disability, take a full and active part in school life. Pupils with SEN join with mainstream children in key lessons during the week to the mutual benefit of both groups. The supervision of pupils during break times and lunchtimes is good. Electrical and fire equipment is well maintained and regularly inspected by outside agencies and regular fire drills are held.
- The provision for pupils with SEN is good. Pupils with SEN in mainstream classes and those in the special classes make good progress. Work is well planned and matches the needs of the pupils in the two special classes and in mainstream classes. Individual education plans (IEPs) include well-focused, specific and measurable targets.

- The quality of partnership with parents and community, schools and other institutions is good. The overwhelming majority of parents are appreciative of the work of the school. They strongly endorse its high expectations and value the family atmosphere and approachability of the staff. The school prospectus issued to new parents is updated regularly and, together with the governing body's annual report, fully complies with statutory requirements. However, the school has not implemented a home/ school agreement for at least the last three years. Volunteers from the community provide good quality support in the classroom. The very active Friends Association organises fundraising and social events and provides substantial financial support. The school has close links with other schools. The quality of partnership with industry is satisfactory.

## **Management**

- The quality of self-evaluation and planning for improvement is satisfactory overall. There are good procedures in place for evaluating the standards achieved by children under five, pupils in KS1 and KS2 and those with SEN including pupils who attend classes in the resource base. Teachers with curricular responsibilities draw up annual reports identifying areas for improvement in curriculum subjects. These appear as targets in the SDP. However, formal self-evaluation systems have not been established which enable the school to identify strengths and weaknesses in all aspects of its life and work.
- The headteacher provides good pastoral leadership and is well supported by the staff and governing body. Teachers demonstrate considerable commitment to the school and most carry a number of curricular and other responsibilities which they discharge conscientiously. The governing body is supportive of the headteacher and staff and it diligently oversees financial management.
- The provision of staffing, accommodation and learning resources is satisfactory overall. The school has sufficient, suitably qualified teachers for the number of pupils on roll. School buildings are generally clean and well-maintained. However, common areas such as the hall and the corridor and cloakrooms near the Early Years class are in need of attention. Leaking roofs in these areas have resulted in rotting plaster and peeling paintwork. The fence along the school's front boundary is in poor condition and poses a serious hazard to pupils' safety and well being. Resources are satisfactory overall and are generally sufficient for the requirements of the National Curriculum and religious education.

## **School improvement**

The school has made good progress in addressing the key issues identified in the last inspection report of June 1998. Standards are now good in English, mathematics, science, design and technology, art and religious education in both Key Stages. The presentation of work is neat, computational skills in mathematics are good and investigative science has a high profile in both key stages. Comprehensive, well structured schemes of work have been produced in all subjects and are being effectively implemented. The curriculum for the under fives is good and promotes the Desirable Outcomes. Planning is effective with regard to ensuring continuity and progression in the six areas of learning. The curriculum is regularly monitored and targets for improvement appear in the SDP. The budget is effectively managed and the school provides good value for money. Displays are colourful and attractive and reflect the work undertaken in class. The internal environment is bright and welcoming, and

teachers make great efforts to overcome shortcomings in the building. The fence along the front boundary of the school is in a poor condition and is a health and safety hazard. Both collective worship and the governors' annual report now meet statutory requirements. Parents have ample opportunities, both formal and informal, to discuss their children's progress. A number regularly assist in school and all are given the opportunity to do so.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

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

Standards of achievement are good. Standards were very good in 11% of the work in the 46 lessons seen, good in 83% and satisfactory in 6%.

- Children under five make good progress towards the Desirable Outcomes for Children's Learning.
- Pupils with SEN in mainstream classes and those in the special classes make good progress according to their ability.
- In KS1 and KS2, standards are good in English, mathematics, science, design and technology, history, geography, art, music, physical education and religious education. Standards are satisfactory in Welsh second language and information technology.
- As the number of pupils eligible for assessment at the end of KS1 in 2003 was more than four but less than 10, performance indicators only are noted. These indicate that the percentage of pupils attaining level 2 in English, mathematics and science is 56 per cent. The national percentage is 79 per cent. In KS2, the 2003 results were above the national average in English, and below the average in mathematics and science. The school's results compare favourably with those of similar schools in Wales in English, mathematics and science, being above average in each. When the figures are adjusted to take account of pupils for whom the NC was disapplied, the school's results are in the upper 25% in English, mathematics and science when compared with similar schools in Wales. The school succeeded in meeting its targets in English and science for 2003, falling just short in mathematics.

#### **3.2 Standards achieved in key skills across the curriculum**

Pupils' standards of achievement in key skills across the curriculum are good in speaking, listening and reading. They are satisfactory in writing, the application of number and the use of ICT.

- Children under five make good progress in acquiring early language, numeracy and ICT skills and achieve good standards in these areas of learning.
- Pupils with SEN achieve good standards in language, literacy and communication skills and numeracy through the well structured programmes of learning set out in their individual education plans. Standards in ICT are satisfactory.

- Standards in speaking and listening are good across the whole school and this has a significant impact upon the good standards pupils achieve. Pupils give thoughtful answers to questions and they speak clearly and confidently. They explain with clarity the scope and detail of their work when visitors to the school show interest in their work.
- Pupils enjoy the stories they read and are told, and discuss the merits of the work of one author when compared with another. They use reference books well in their research work, particularly in KS2, where they also make good use of the Internet to extend the information they find in books. Pupils make good progress in the acquisition of higher order reading skills across the school.
- Pupils in KS1 and KS2 achieve satisfactory standards in their writing. Older pupils write good accounts in history, which empathise with the lives of people in bygone times. In general however, pupils and particularly those in the younger age groups, do not write sufficiently at length for a range of purposes across the curriculum.
- Numeracy skills are sometimes applied appropriately in subjects other than mathematics. In science, pupils use standard units of measurement and produce graphs to record their results. However, there are infrequent opportunities for the application of numeracy skills across the curriculum.
- Skills in ICT are sometimes applied appropriately in some areas of the curriculum. Pupils gather information to support work in history, geography and religious education from books, CD ROMs and the Internet. Some use is made of ICT to aid the design process in design and technology and occasionally to support mathematics. However, in general, the use made of ICT by both boys and girls to enable them to develop greater expertise in a wide range of applications is limited.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

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

- The school's strong all-inclusive ethos provides the basis for all aspects of school life. Pupils are well cared for by staff and governors who seek to ensure that none become disenchanting and that they succeed in everything they do to the best of their ability. As a result, all pupils develop a strong sense of well-being, feel that they belong to the school family and begin to know and value themselves as individuals. The spiritual dimension is further enhanced through the curriculum, particularly religious education where pupils are able to reflect upon the spiritual traditions of Christianity and Islam. Generally, the contribution of assemblies to pupils' spiritual development is limited.
- Pupils' moral development is good and teachers and other adults provide good role models. From the time they enter school, pupils develop a clear understanding of the difference between right and wrong. They adopt positive attitudes towards each other. They value the contributions which all pupils make to school life and treat others fairly

and respectfully. Pupils are aware of the importance of truth, and integrity in promoting the general ethos of the school, and strive to embrace these virtues.

- Pupils are aware of the need for social order and they demonstrate this through the high levels of co-operation and collaboration they show in class and around the school. Pupils appreciate the orderliness which prevails in the school and understand its benefits for them. Pupils are caring of one another and this is a strong feature of the school. Pupils are acutely aware of the hurt which bullying can cause. Older pupils have organised a reading club for younger pupils, going to some length to plan appropriate activities for them. Older pupils also supervise ball games for younger pupils during break times.
- Through lessons and educational trips pupils develop a satisfactory understanding of Welsh culture. They take part in eisteddfodau, and celebrations to mark St David's Day. However, pupils' knowledge of Welsh artists is underdeveloped, as is their knowledge and understanding of cultures other than their own. The school has a good detailed policy for racial equality.

## **4.2 Behaviour and attitudes**

Pupils' behaviour and attitudes in classrooms and around the school are very good and contribute substantially to the achievement of good standards and the development in pupils of a strong sense of responsibility.

- The school successfully creates a happy, safe environment in which pupils develop positive attitudes. Their behaviour has a significant impact on the quality of school life. Daily life in school is based on respect, trust and an awareness of other people's needs, and all teachers set a good example for pupils. Respect and friendliness between pupils and staff are evident from the Nursery class upwards.
- The supervision of pupils during break times and lunchtimes is good. Pupils enter the school and their classrooms in an orderly and disciplined fashion ensuring a good start to lessons. Similarly, they leave their classrooms and the school building in a calm and sensible way.
- The majority of pupils work diligently on their tasks, they have positive attitudes towards their work and they evidently enjoy the experiences which they have in school.
- The school currently has no pupils from ethnic minorities, but actively promotes positive attitudes to racial equality.
- The school has an anti-bullying policy which is particularly appropriate for pupils of this age range as it was written by pupils in Years 4,5 and 6 as part of their Personal and Social Education (PSE) studies programme. Measures to prevent bullying include encouraging children to be caring, to talk about friendship and what makes a good friend. These measures are effectively implemented.
- No instances of bullying were seen during the inspection.

### **4.3 Attendance**

The level of pupils' attendance is satisfactory.

- At 92.13 per cent the average rate of attendance over the last three terms is below the LEA and all Wales averages.
- Absences are caused mainly through illness but the overall rate is adversely affected by the long-term absences of a small number of pupils whose attendance is below 50 per cent. Although the school advises parents of the detrimental effects of absence a small number of families take holidays and long weekend breaks in term time.
- Absences are carefully monitored and appropriate follow up procedures are in place but until recently the school was without the regular support of an Educational Welfare Officer (EWO).
- The National Assembly for Wales (NAW) initiative which has been operating in school for a very short period of time is having a positive impact on persistent non-attendance.
- Parents have responded well to the school's recent reminder about the detrimental effects of lateness. During the inspection, almost all the pupils arrived on time at the start of the day. Individual lessons and sessions start on time. Pupils are rewarded informally for improved attendance and punctuality but there are no targets or systems in place to improve the overall attendance rate.
- Registers are completed meticulously at the beginning of each session and fully comply with regulations.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching was very good in 13 per cent of the 46 lessons observed, good in 78 per cent and satisfactory in 9 per cent.

- When the teaching is good the teachers, including those in the class for under-fives and the Resource base, have a secure knowledge of the subject and this is reflected in the quality of the work produced by pupils. Teaching and learning is planned well, key teaching points are clearly identified and effectively addressed in well-organised lessons. The language of the teachers is of good quality and they are good role models for the pupils.
- Teachers use a good range of teaching techniques effectively, for example, presentations, demonstrations and the setting of individual and group tasks which include practical activities. They use a wide range of questioning techniques, challenging pupils to think and reflect upon their learning.

- The teachers have high expectations of the pupils and, on most occasions, the work is well matched to the ability of the pupils. The sessions proceed at a good pace and the attention of the children is maintained continually.
- On occasions, when there are shortcomings in the teaching, the work does not always correspond sufficiently to the pupils' abilities and some activities lack challenge.

## **5.2 Assessment, recording and reporting**

The quality of assessment, recording and reporting is good.

- Teachers use a good range of assessment techniques including the analysis of NC assessment results to make sure pupils make good progress in the core subjects.
- There is an effective tracking system in place which monitors pupils' progress. The information gathered is reviewed regularly and used to plan effective programmes for individual pupils and groups, and to set challenging but manageable targets for them. Currently, pupils are not involved to any real degree in the assessment of their own work or in the setting of their own targets for improvement.
- Baseline assessment is carried out during children's first term in school. This provides foundation data to enable teachers of the under-fives to plan programmes of work for them and also provides a marker against which the performance of all pupils as they progress through the school can be measured, regardless of ability or gender.
- Work is presently being carried out to update and create new portfolios of pupils' work, which is annotated and assessed against NC levels, in order to assist teachers in making judgements about pupils' standards in the core subjects. This practice has not yet been extended to include all foundation subjects.
- Arrangements for the assessment of pupils with SEN are good and records are well kept and maintained.
- The quality of teachers' marking is consistently good throughout the school. Besides giving guidance, teachers use marking as a means of celebrating pupils' achievement.
- Teachers recognise that the recording of assessments and judgements about standards should be purposeful and manageable. The existing range of methods of recording is presently under review in order to update practice and to improve the quality and usefulness of such records.
- Written reports are sent to parents annually. They are detailed and give parents good information about what their children can and cannot do. Reports also include targets to help their children make good progress. Parents have the opportunity to respond to these reports and to meet with their children's teachers for further discussions about their progress.

### **5.3 Curriculum**

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

- The curriculum for the under fives is good and promotes the Desirable Outcomes. Planning is effective with regard to ensuring continuity and progression in the six areas of learning.
- All NC subjects and religious education are taught and there is a curriculum statement which identifies the total available teaching time each week for KS1 and KS2. The school has appropriate policies and schemes of work for the under fives and all NC subjects and religious education.
- Pupils with SEN are purposefully supported and the quality of the curricular provision for them is good. Work is well planned and matches the needs of the pupils in the two special classes and in mainstream classes and teachers ensure that pupils have appropriate work which meets their needs.
- The school has introduced an effective PSE programme and these aspects of pupils' learning are appropriately promoted across the curriculum.
- School planning allows for the inclusion of key skills in units of work but plans to ensure that all pupils develop the key skills in a systematic and progressive manner and in a broad range of contexts are not fully implemented.
- Homework is set as necessary. Usually, it includes tasks which support class work but the amount of homework set is at the discretion of individual teachers. There is no home/school agreement, and some parents are unclear about the school's homework policy.
- The curricular provision is socially inclusive and all pupils are given an opportunity to take part in all the school's activities.
- There is no written policy for Y Cwricwlwm Cymreig which indicates how the school makes the pupils aware of the unique characteristics of Wales and its culture. In practice, however, the school makes effective use of the local environment as well as undertaking visits further afield which enrich pupils' learning.
- Pupils are encouraged to take part in extra-curricular activities. The range of activities provided by the school includes rugby, cricket, netball, choir, recorders and ICT club. These enhance standards for those who attend. All KS2 pupils are given the opportunity to learn to play the violin.
- There are no pupils for whom the curriculum is disapplied or modified.

### **5.4 Support, guidance and pupils' welfare**

The support and guidance provided for pupils is good.

- Classes are orderly environments within which teachers and support staff know and care for pupils well.
- The pervading spirit of inclusion ensures that all pupils, regardless of gender or disability, are able to take part in every aspect of school life. Pupils with SEN join with mainstream children in key lessons during the week to the mutual benefit of both groups. The school has a good detailed policy for racial equality.
- The headteacher is responsible for child protection matters. All teachers are aware of the signs of child abuse and know what to do should those signs be observed.
- Electrical and fire equipment is well maintained and regularly inspected by outside agencies. Regular fire drills take place ensuring that pupils know how to guarantee their own safety and that of others.
- First aid procedures are appropriate and health and safety issues are regularly monitored. Pupils are aware of potential hazards around the school associated with the materials and equipment they use. Seven members of staff hold current emergency aid certificates.
- Risk assessments are carried out regularly, including those relating to educational visits.

## **5.5 Provision for pupils with special educational needs (SEN)**

The provision for pupils with SEN is good. Pupils with SEN in mainstream classes and those in the special classes make good progress and achieve good standards according to their ability.

- The school has a good policy for SEN which follows the procedures and systems outlined in the SEN Code of Practice for Wales.
- SEN provision includes a Resource Base for pupils with communication difficulties which comprises two classes with eight pupils in one class and nine pupils in the other. The work of the resource base is supported by two specialist teachers, two special support officers, two special support assistants and a special needs support assistant.
- A speech therapist funded by the LEA provides valuable and vital support for those pupils with speech, language and communication difficulties.
- A language support teacher visits the school twice a week and makes an effective contribution to pupils' learning, and they make good progress.
- A teacher and a learning support assistant, funded by the NAW to supervise a project of three months duration, work effectively with 10 pupils from Y1, Y2 and Y3 who have social, behavioural and educational difficulties. This has a positive impact on their work in class.
- Pupils receive good individual attention from members of staff, particularly in the special classes. Their dedication ensures that pupils with SEN, including those with complex difficulties, make good progress.

- Individual education plans (IEPs) have well-focused, specific and measurable targets for pupils to achieve. They are monitored and reviewed on a regular basis and new targets are set when appropriate.
- All records are well maintained and kept up to date. They constitute a very detailed database of relevant information about the pupils.
- An annual audit of SEN provision is carried out by the special educational needs co-ordinator (SENCO) in order to ensure that the good quality of provision is maintained.
- The governing body has nominated a governor to oversee SEN provision. Governors are kept fully involved of SEN matters which they take into account when determining the policy for SEN and establishing appropriate staffing and funding arrangements.
- Parents are kept fully informed about the progress of their children. The SENCO arranges meetings once a term to discuss the progress made towards the targets set.

## **5.6 Partnership with parents and community, schools and other institutions**

The quality of partnership with parents and community, schools and other institutions is good.

- The overwhelming majority of parents are appreciative of the work of the school. They strongly endorse its high expectations and value the family atmosphere and approachability of the staff.
- Parents of children with SEN say that the help and encouragement provided for pupils is 'second to none' and enables them to achieve and meet targets that they previously felt were impossible. Home/ school books are used effectively to inform parents of children with SEN of their achievements, behaviour and concerns on a daily basis.
- The quality of written information for parents is satisfactory. Frequent letters and other communications, both formal and informal, keep parents well informed about the life and work of the school and other issues which need attention such as punctuality and family holidays. The school prospectus issued to new parents is updated regularly and, together with the governors' annual report, fully complies with statutory requirements.
- Members of the community and the governing body provide good quality support in the classroom which is highly valued and which helps to raise standards and pupils' sense of achievement. For example, they willingly share their experiences as evacuees during World War 11. Visitors from the wider community, such as a group of Maasai Warriors, enrich the curriculum and enhance pupils' learning.
- The very active Friends Association organises fundraising and social events. It provides substantial financial support. Money raised is used to purchase extra resources.
- A Parental Working Party has recently been established. Parents' views are sought through questionnaires. Their responses are evaluated and used when reviewing school

policies such as homework and parental partnership. However, the school has not implemented a home/ school agreement for at least the last three years.

- Assemblies, concerts and celebrations are very well attended by people from the village and pupils contribute to the community, for example, by entertaining senior citizens in a day centre.
- The school has close links with surrounding primary schools and the receiving secondary and special schools. Pastoral and social transition arrangements are well established and there are developing cross phase curriculum links in the core subjects.
- There are mutually beneficial links with a neighbouring college of further education. Parents and staff benefit from IT training and family learning courses in literacy and numeracy are well attended. The school provides good quality training and work experience for childcare and nursing students. Although the school is in partnership with an initial teacher training institution there have been no student teacher placements in the last few years.

## **5.7 Partnership with industry**

The quality of partnership with industry is satisfactory.

- Two teachers have benefited from industrial placements which have raised their awareness of industrial practice and developed their management skills.
- Visits and visitors help to raise the pupils' awareness of the world of work both past and present.
- Pupils are successful in commercially sponsored competitions. Their business acumen is developed well through their involvement in a challenging mini-enterprise project. They set up a company, appointed pupils to key positions, produced, packaged, marketed and sold their goods. This raised their awareness of how industry works and, in particular, the need to balance production costs and selling prices.
- The school benefits from sponsorship and donations.
- The school has no written policy on links with industry.

# **6. MANAGEMENT**

## **6.1 Quality of self-evaluation and planning for improvement**

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

- There are good procedures in place for evaluating the standards achieved by children under five, pupils in KS1 and KS2 and those with SEN, including pupils who attend classes in the resource base. Such procedures impact positively upon the good progress pupils make, particularly in the core subjects.

- The headteacher, deputy headteacher, staff and governors are involved in monitoring the curriculum. Teachers with curricular responsibilities draw up annual reports identifying areas for improvement in curriculum subjects. These reports are shared with the whole staff and governors and targets for action are then fed into the SDP. However, formal, self-evaluation systems have not been established which enable the school to identify the strengths and weaknesses in all aspects of its life and work.
- An appropriate range of standardised tests and teacher assessments are used to track pupils' progress, predict levels of achievement in English, mathematics and science, and set realistic targets for them.
- Self-evaluation outcomes are included in the SDP. However, monitoring procedures to evaluate progress against targets lack rigour.

## **6.2 Leadership and efficiency**

The headteacher, who was appointed shortly after the last inspection, offers good pastoral leadership and is well supported by the staff and governing body.

- The headteacher has no regular teaching commitment but teaches in order to cover for teachers' absences and for teachers attending INSET. In addition, the headteacher administers standardised tests to all KS2 pupils annually.
- The headteacher, with good support from the deputy-headteacher, has put in place systems and procedures for the effective management of the school including regular assessment of pupils and data analysis. He has ensured that each member of staff has a clearly defined role which includes undertaking a regular programme of curriculum monitoring.
- Teachers demonstrate considerable commitment to the school and all carry a number of curricular and other responsibilities which they discharge conscientiously.
- The governing body demonstrates commitment to the school, and members have been allocated responsibility for overseeing NC subjects. Some governors visit the school regularly to work in classrooms. They liaise closely with class teachers and subject leaders.
- Resources are well managed and the governing body diligently oversees financial management. The finance committee meets regularly and works effectively with officers of the LEA while being pro-active in challenging decisions which it feels are not in the best interests of the school.
- Routine administration and day-to-day organisation are effective and the school secretary makes a valuable contribution in this respect.

## **6.3 Staffing, accommodation and learning resources**

The provision of staffing, accommodation and learning resources is satisfactory overall.

- The school has sufficient teachers for the number of pupils on roll. Teachers, all but one of whom have been appointed since the last inspection in 1998, are suitably qualified and experienced to teach pupils of primary school age. Detailed job descriptions are in place for staff members.
- All support staff in the school give valuable assistance. Teachers liaise frequently with support staff, ensuring that pupils receive help which is appropriate to their needs.
- Rooms are sufficiently large for the number of pupils in most classes, which average 16 per class. Classrooms are bright and welcoming with good quality display.
- School buildings are generally clean and well-maintained. However, common areas such as the hall and the corridor and cloakrooms near the Early Years class are in need of attention. Leaking roofs in these areas have resulted in damage to the walls, and peeling paint work and rotting plaster render them unsightly.
- The under-fives have a hard surface area for outdoor play which is securely enclosed by a new fence. A new fence has also been erected at the top of a steep bank at the end of the school field. However, the fence along the school's front boundary is in poor condition and poses a serious hazard to pupils' safety and well being. It is badly rusted and sharp shards of metal pose a real danger to pupils. Many of the rods are loose, leaving significant holes which make the site insecure.
- The school has a large playing field adjacent to the school building. This is used for team games and for play in fine weather. A corner of the field which is designated a nature area is not currently in use as it has been subject to some vandalism. The school has no plans at present to restore it.
- Resources are satisfactory overall and are generally sufficient for the requirements of the National Curriculum and religious education. However, some reading books are well-worn and uninviting to pupils and the library is not located in an area which makes it easily accessible to all pupils.
- The school makes good use of visits to places of educational interest, such as churches and historical sites, to enrich the curriculum.

## 7. SUBJECTS AND AREAS OF LEARNING

### **Standards achieved by pupils**

#### **Provision for the under-fives**

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

Nursery and reception children share one classroom. There are 8 children of nursery age (3 to 4 years) and 7 children of reception age (4 to 5 years). The teacher and support assistant work closely together to ensure that all children get a good start to their schooling. Baseline

assessment is carried out when the children first enter the school and again a year later. This information is used well in planning work which is matched to the children's needs and abilities and, as a result, all make good progress. By the end of the reception phase children are well prepared to begin their work in the National Curriculum in KS1. Children with SEN are identified early ensuring that well focused provision is made to match their special needs.

## **Good features**

### **Language, literacy and communication**

- Children's language, literacy and communication skills are good. Nursery children listen carefully to their teacher and as a consequence follow instructions well. They enjoy listening to stories and follow them keenly in 'Big Books.' They understand that words carry meaning and are beginning to recognise and verbalise words and sentences. They speak clearly when they contribute to lessons, using appropriate language when answering questions. They show good levels of concentration when making marks on paper and they are beginning to form their letters well.
- Children in Reception also listen to their teacher attentively. They speak confidently and fluently using their expanding vocabulary successfully to make themselves understood. They are making good progress from copying to writing independently. Some children are beginning to write in complete sentences using basic punctuation.
- Both Nursery children and those in Reception respond in Welsh during registration. They listen to and interact with stories in Welsh 'Big Books' and a significant number of children read individual words, and occasionally sentences, as they follow the story.

### **Personal and social development**

- Children's personal and social development are good. Nursery children have the confidence to talk about themselves and about their emotions. They are beginning to recognise the conventions of group behaviour and they understand that other children also have rights. In working with others they are willing to share materials and equipment fairly.
- In the Reception class, children co-operate well in group work and sustain increasing levels of concentration when working on their own. They form good relationships with one another and their teacher and show great care and concern for living things, for instance, when they look at plant life.

### **Mathematical development**

- Children's mathematical development is good. Nursery children can remember and recite number names to five and recognise numeral shapes to five. They read a number line forwards and backward to 10 and are developing an understanding of how shapes fit together in their work on jigsaw puzzles.
- Children in Reception can order numbers to 20 and count them backwards and forwards. They undertake simple computation, both addition and subtraction. They time how long it takes to complete activities such as jumping and counting 40 times. They use multilink

blocks in their measuring activities and read time when the minute and hour hands are in the hour position.

### **Knowledge and understanding of the world**

- Children's knowledge and understanding of the world are good. Nursery children are aware of the seasons of the year and the weather associated with them. They suggest appropriate clothing to wear when the weather is hot, cold or it is raining or snowing. They are beginning to understand that some types of weather can be harmful to their bodies.
- Children in Reception show great curiosity when studying the various parts of plants. They handle magnifying glasses well when looking closely at plant tissue. They name accurately and label the different parts of a plant.
- Children use computers to make their own weather maps of the British Isles. They use the mouse competently to access programs, and move symbols around on the screen. They print out their work with the minimum of assistance from the teacher and deliver good weather forecast presentations.

### **Physical development**

- Children's physical development is good. Nursery children manipulate a good range of tools competently. When making apricot milk shake they use safety knives to chop the fruits, and forks to mash them competently. They are beginning to hold their pencils correctly and colour in shapes mainly with lines.
- Children in Reception use pencils comfortably and with good control. They handle scissors safely to cut paper to required shapes. They carry out their gluing activities sensibly. They have an appropriate awareness of space when in the hall carrying out their physical activities, and respect the space of others.
- Both Nursery and Reception children enjoy using the large play equipment in their discreet play area. They confidently use the sit-on toys and demonstrate good levels of co-ordination and control.

### **Creative development**

- Children's creative development is good. Nursery children play a variety of musical instruments, revelling in the sounds they make. They suggest how individual instruments should be played in a musical score. They play their individual musical instrument accurately as required by their own compositions.
- Children in Reception know that Henri Matisse was a famous artist and make their own pictures in the style of his work. They talk imaginatively about the pictures they create.

### **Shortcomings**

There are no significant shortcomings.

## English

Standards of achievement are good in KS1 and KS2.

### Good features

- Pupils' language skills are developing well across both key stages. Pupils speak clearly and confidently in lessons. They choose their words carefully when expressing their thoughts and feelings.
- Pupils in KS1 eagerly respond to the questions posed by their teacher, often using elaborated speech to make their meaning clear. In KS2, pupils respond to open ended questions confidently, clarifying their thoughts as they go along and often prefacing their remarks with the words 'I think,' thus indicating that what they say is the result of careful consideration.
- Pupils' listening skills are good in both key stages. They listen with rapt attention to their teachers during lessons and politely to visitors to the school when they question them about their work. During class discussions they listen to each other with interest and respond appropriately to remarks made by others. They follow instructions very well. Because they listen carefully they almost always have a clear understanding about what they are to do and therefore do not need to seek further clarification. Pupils in both key stages enjoy listening to an appropriate range of poetry and prose.
- In KS1, pupils gain a good grasp of phonics. They use their skills effectively when decoding unfamiliar words in their reading material. They enjoy reading and can talk about their favourite authors, identifying reasons why they prefer some books rather than others. Some pupils express more interest in information books than storybooks. Pupils understand the distinction between fiction and non-fiction books and know how to use an index. They enjoy the poetry of Michael Rosen.
- In KS2, pupils maintain the good progress they make in their reading and standards are good. In their reading of fiction, they enjoy those books with complex and exciting plots. They compare different authors and explain the characteristics of their work. Pupils have a clear understanding of the structure of non-fiction books and can explain the function of the contents page, index and glossary.
- By the end of KS2, pupils use the Internet and reference books confidently to gain information to complete their research work. They know how libraries are arranged and can explain fully how they would go about locating the books containing the information they need.
- In KS1, pupils are developing good, structured writing using connecting words and adjectives well. They demonstrate good standards in the use of punctuation and they work hard to achieve the clear, joined handwriting seen in their books. They write for a range of purposes and in a number of forms including stories, poetry and factual accounts.
- In KS2, pupils achieve good standards in their factual, story and poetry writing. In their story writing pupils show that they understand the nature of plot development and put it to good use when writing stories themselves. They know how to use short sentences to

create impact and how to use clauses and phrases to enrich sentences and give them extra meaning. They use drafting and redrafting techniques effectively. They use the internet well to gain information for their biographies of famous Welsh people.

- In presenting their written work, pupils in KS2 demonstrate good standards in their handwriting, spelling and punctuation.

### **Shortcomings**

There are no significant shortcomings

### **Mathematics**

Standards of achievement are good in KS1 and KS2.

#### **Good features**

- Pupils in both key stages have a good facility for mental calculation.
- In KS1, pupils have a good knowledge and understanding of number. They count forwards and backwards up to 100, count to 100 in 10s and fives and count forwards from a given number in fives and twos.
- They have good knowledge of addition and subtraction facts up to 20 and they use these accurately and confidently in mental arithmetic.
- They use a variety of methods for adding and subtracting and they understand multiplication patterns. They understand and use symbols in number sentences.
- Pupils in KS1 read and order numbers up to 1000 and they have a good understanding of place value.
- They identify odd and even numbers, and count accurately and confidently in both.
- Pupils have a good knowledge of fractions and understand the relationship between one half, one quarter and one eighth.
- Pupils have a good knowledge of shape and measure. They use various non-standard units to measure length and begin to use centimetres to measure small distances.
- Pupils identify two and three-dimensional shapes well; they name them and list their features.
- They tell the time accurately using quarter and half an hour intervals.
- Pupils collect, record and interpret data competently and confidently; they draw and interpret bar graphs accurately.

- In KS2, pupils have a good understanding of number patterns. Across the key stage they develop an understanding of place value and handle numbers up to 1000 and beyond. They can round off whole numbers to the nearest 10, 100 or 1000.
- At the beginning of KS2, pupils show an understanding of fractions and they calculate these in a practical manner by dividing shapes into equal parts.
- Pupils in the middle of the key stage correctly order numbers to 10,000. They use and apply the four rules accurately to calculate numbers to 1000.
- Older pupils in KS2 understand more complex fractions and express them accurately in a number of ways. They also use decimals and calculate percentages fairly accurately.
- At the end of KS2 pupils use negative numbers accurately and confidently.
- As they progress through the key stage, pupils further develop their knowledge of two and three-dimensional shapes and identify and relate the features of a good range of two and three-dimensional shapes successfully to objects in the environment.
- They measure the perimeter and calculate well the area of a variety of shapes including triangles.
- Older pupils can name some triangles and note their features. They understand that angles are measured in degrees.
- Older pupils in KS2 accurately express a number of measurements in a variety of ways. For example, they can express 248cm as 2m48cm or 2.48m.
- They use and apply their mathematical knowledge well to solve real-life problems. They calculate how much carpet is needed for a room, as well as the cost. They also calculate how much of a discount they would get in a sale.
- Pupils collect data through purposeful enquiry and use ICT to carefully record and interpret results.
- Pupils use mathematical language accurately.

### **Shortcomings**

There are no significant shortcomings.

### **Science**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils have a good knowledge of life processes and living things. They describe the conditions which are necessary for plants and animals to grow.

- Pupils understand the importance of the five senses and have conducted investigations into smell and taste.
- They develop a good understanding of physical processes through conducting investigations to determine how sound is created. They know that it is caused by vibration and describe how sound travels to the ear.
- Pupils describe in detail how to construct an electrical circuit, using appropriate scientific vocabulary.
- Pupils distinguish between natural and man-made materials. They understand that the application of heat causes changes in materials and that some are reversible.
- Pupils understand the meaning of a 'fair test' and apply this knowledge well when conducting an investigation to determine which material is best to make an umbrella. They record their results accurately in tabular form.
- In KS2, younger pupils further develop their understanding of living things. They list accurately the seven processes of life and conduct investigations into the way in which plants grow.
- Towards the end of the key stage, pupils know what nutrients are and explain clearly that plants must absorb these from the soil if they are to flourish. Older pupils know the names of different parts of plants including, the reproductive organs, and understand their functions. They use terms like 'chlorophyll' and 'photosynthesis' correctly in context.
- Older pupils have a good understanding of variables which must be controlled when conducting an investigation. They demonstrate this when planning a test to determine whether the water absorbed by the roots of a flower reaches the petals.
- Younger pupils in KS2 understand the properties of some materials; for example, that materials are classified as being either solid, liquid or gas. They conduct investigations into solubility and separating liquids and solids. They correctly use terms such as 'filtering' and 'dissolving.'
- Older pupils extend their knowledge of materials through conducting investigations into changing the state of water. They correctly use terms such as 'evaporation,' and 'vapour.' They record their results carefully, noting accurately the times of readings and the temperatures recorded.
- They competently plan, conduct and record experiments to determine which of a selection of biscuits contains the most energy.

### **Shortcomings**

There are no significant shortcomings

## Welsh second language

Standards of achievement are satisfactory in KS1 and KS2.

### Good features

- In KS1, pupils understand the question '*Sut wyt ti?*' and respond appropriately, sometimes indicating that they are unwell. They use phrases such as '*Mae pen tost 'da fi*' correctly.
- They know well the names of body parts and indicate these with actions.
- They know the names of the colours in Welsh and use these correctly in context.
- Pupils follow simple instructions well and respond appropriately to the teacher's commands.
- In KS2, pupils know a range of sentence patterns; for example, '*Pwy wyt ti?*' and the alternative form of '*Beth yw dy enw di?*', '*Pwy ydy e/hi?*' and '*Ble wyt ti'n byw?*'
- Pupils use questions beginning with '*oes*' and '*ydy*' in an appropriate context, and make correct responses.
- They have a reasonable knowledge of vocabulary and sentence patterns associated with the weather, and use these confidently. Some pupils make more elaborate responses, using an appropriate conjunction to join two statements; for example, '*Mae hi'n oer ond mae hi'n heulog.*'
- Pupils make positive and negative responses to questions; for example, '*Ydw*' and '*Nac ydw.*'

### Shortcomings

- Pupils in both key stages have an insecure knowledge of a number of basic sentence patterns and this impairs their ability to make responses and to sustain a simple conversation.

## Design and technology

Standards of achievement are good in KS1 and KS2.

### Good features

- Pupils in both key stages thoroughly investigate relevant materials and techniques before commencing their designs. They understand that materials behave differently and select those which are most suitable for the task.
- In KS1, pupils design and make wheeled vehicles, finishing them attractively.

- They design squares and make effective use of materials to reproduce these. The squares are then sewn together to create a striking coat of many colours and the finished article is splendidly displayed on a life-size model of Joseph. Pupils evaluate their work, stating what they like about it.
- Pupils design plates, cups and a tablecloth for a Teddy Bears' picnic. Invitations are designed using ICT. The designs are turned into effective, practical and attractive items which are used for a real picnic. Pupils, thus understand well the relevance and practical application of designing and making artefacts.
- In KS2, younger pupils effectively design and make attractive books with moveable parts. They display a good knowledge of simple levers.
- Pupils design and make vehicles which move and demonstrate a good knowledge of construction techniques when they design and make models of animals which are finished to a high standard.
- They thoroughly investigate appropriate techniques before designing and making pizzas using their individual recipes. They carefully design a boat with a sail, observing the design brief that it should be large enough to carry a passenger in the form of the class Teddy.
- Older pupils produce original and ingenious designs for a land yacht and design and make an attractive array of cushions. Prior to making the latter pupils carefully explore and experiment with different techniques for printing fabric including salt technique, marbling and importing an image from the internet. The finished artefacts are functional and attractive.
- Pupils set up a mini-enterprise, appointing pupils to various positions within the 'company.' They produced attractive and original designs for a variety of bags before making them carefully, packaging them and selling them at the school fete.
- They carefully design and make attractive wrapping paper using computer-generated images.

### **Shortcomings**

- In both key stages, pupils don't always evaluate their work.

### **Information technology**

Standards of achievement are satisfactory in KS1 and KS2.

### **Good features**

- In KS1, pupils demonstrate good mouse control. They understand those icons on the desktop which they use most regularly and click on these confidently.

- Pupils have good word-processing skills; they select a style of print, change the font size and the colour of the background.
- They are beginning to import images into their work from a program which is loaded on to the computer.
- In KS2, pupils further develop their word-processing skills which they use competently to write accounts and letters.
- They use the computer effectively to print bar graphs which they have constructed.
- Pupils competently import images to illustrate their work using clip-art and explore with painting brush techniques the colouring of a picture.
- Older pupils start the computer, enter a password and open a program. They change the size of images imported into their work to match the page layout and the print. They rotate images on the screen when necessary. They explain each operation clearly and with understanding.
- Pupils search CDROMs and the internet for information.

### **Shortcomings**

- KS1 pupils are unsure of the procedures to follow when using the computer and are unable to work independently.
- In KS2, pupils are unsure of how to create a database.
- KS2 pupils have a limited understanding of, and proficiency in, modelling procedures.

### **History**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils are developing a good knowledge of chronology. They are able to correctly sequence several periods of history either side of the Victorian period, which they studied recently.
- They know about the life of St David and his association with Pembrokeshire.
- In their work on World War 2 pupils compare their own lives with the lives of evacuees during the war. They describe vividly conditions in the towns and cities that were bombed and understand why the children living in these areas had to be taken away to safer areas. They have a sympathetic understanding of how such evacuees might have felt on evacuation.

- Pupils can explain how ration books were used during the war, about the quantities and types of foodstuffs that were allocated to families and the effect this had upon their diets. They relate accurately the workings of a gas mask and know how and when it was used.
- Pupils in KS2 have a good knowledge of the Tudor and Stuart periods and that one followed the other.
- They give detailed accounts of some of the main events of the Stuart period. They recount accurately the reasons behind the Civil War and know that Charles 1 was executed during this time.
- They describe the plot hatched by Guy Fawkes and his conspirators and understand his motives. They recall accurately the events which culminated in his capture and death.
- Pupils have a good knowledge of life in a typical Stuart manor house, reinforced by a visit to a historic site, which enhances Y Cwricwlwm Cymreig. They understand that the language used by the Stuarts differed in many respects from that which is used today, and give a number of examples. They know that the food eaten by servants was known as 'spoon food' and that this was inferior to the 'knife food' served to the masters in the hall.
- Their chronological knowledge is secure and they accurately place in order periods from Tudor times to the present day.
- They produce good empathetic writing in booklets, which show that they have a detailed understanding of what it was like for people living during the Great Plague. In the letters they write as soldiers of the Crimean War to loved ones back home, they demonstrate a clear understanding of the conditions in the war zone at that time.
- Pupils know much about the work of Florence Nightingale and how she was assisted in her work by Betsi Cadwaladr a famous Welsh nurse.

### **Shortcomings**

- There are no significant shortcomings.

### **Geography**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils conduct accurate traffic surveys in their village, recording on bar charts the types of vehicles which pass through. They look at the significance of their findings, and knowledgeably discuss the impact of different kinds of vehicles upon the lives of the villagers.
- In KS1, pupils can identify Wales, England, Scotland and Ireland on a map of the United Kingdom. They know the relative positions of the countries to one another.

- Pupils interpret clues and use information to deduce the transport that would be needed to take Barnaby Bear on a journey from Chester to Dublin. They follow his route from his home to the airport.
- Pupils have a good knowledge of routes which reinforces Y Cwricwlwm Cymreig. They know that the motorway near Llangynwyd is the M4 and that it runs between Wales and London, passing near Cardiff, Bridgend and Swansea. They know that maps are important to motorists and other drivers because they help them find routes from one place to another.
- They understand that the size of a habitation often affects its classification so that Llangynwyd may be classified as a village, whereas Bridgend is a town and Cardiff a city.
- Pupils are beginning to develop a good vocabulary of subject specific words.
- Pupils in KS2 study their own local area in some depth. On large-scale maps they identify clearly the use of land for agriculture and urban development.
- In detailed surveys, they trace the major roads in Llangynwyd, recording those roads which are mainly residential and those where the shops are situated. They reflect upon the relative positions of both and their convenience for the people of the village.
- Pupils use atlases well to explore different regions of Britain. They discuss and write about the characteristics of the regions, comparing their physical features.
- Pupils have a good knowledge of a contrasting region in the world. They know where the rain forests are situated in the world and that they are all near the equator. They are aware that the climate at the equator is responsible for the nature of rain forests.
- They have a good knowledge of the physical features of a rain forest. They know about the layers from the forest floor to the uppermost branches and can name animals which exist in each of the layers.
- Pupils have a clear understanding of the effect deforestation of the rain forests is having upon the indigenous populations, the animals and plants. They know it is a significant factor in the change in world climate.
- Pupils are accumulating an extensive vocabulary of subject specific words. They research their meaning and add them to an interactive glossary display of words on the classroom wall.

### **Shortcomings**

- Pupils in KS2 have an insecure knowledge of grid referencing in relation to large-scale maps.

## **Art**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils effectively explore and experiment with line and tone. They draw straight and curved lines of different lengths and thickness and begin to smudge these to suggest depth and tone.
- They extend their knowledge of line and tone and further develop their techniques when they make good observational drawings of vases and flowers.
- Pupils explore patterns thoroughly and produce attractive examples of paper-weaving.
- They successfully explore textures when they discover a variety of natural materials in and around the school and make pencil and wax rubbings of these.
- Pupils learn about colour when they mix paints to produce portraits of classmates. Their knowledge is extended when they visit a local church and observe the stained glass windows. They use this knowledge well to produce their own attractive examples which they display on windows in the school.
- Younger pupils in KS2 further develop their work on patterns and textures when they effectively print patterns on fabric and on dough. They also print patterns on paper using everyday objects.
- Following a visit by Maasai warriors, pupils were inspired to produce attractive Maasai necklaces.
- Older pupils in KS2, following a visit to Llangynwyd church, etch images of the church on to polystyrene and skilfully use these to print patterns on paper.
- Working with a local potter, they create large clay models of dragons which are attractively painted.
- Pupils' understanding of line and tone are enhanced when they make detailed observational drawings of footwear.
- They extend their knowledge of shape and colour by drawing, and applying wax crayon to, Grecian vases, producing attractive results.
- Pupils discuss the work of Van Gogh and emulate his techniques. They use black and white directional lines to successfully create the effect of movement and then apply this technique using a range of colours.
- They use the Pointillist techniques of Seurat to good effect in their own work.

## **Shortcomings**

- In KS1, pupils do not produce three-dimensional work.
- Pupils' knowledge of Welsh artists is underdeveloped.

## **Music**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils have a good understanding of dynamics.
- Pupils sustain a steady beat effectively and demonstrate a good understanding of pace. They use actions to assist them adhere to these when singing.
- Pupils are aware of the duration of notes and sing well a variety of songs with different rhythms.
- In KS2, pupils have a good understanding of notation, knowing that sounds have names and that different sounds are produced on a wind instrument by covering some or all the holes.
- They accurately follow a simplified score when playing an ocarina to produce a familiar tune. Some pupils sing the tune while others accompany them on the ocarina. Both groups pay appropriate attention to duration and dynamics.
- Pupils have a good understanding of pitch and identify which of two instruments produces the higher or lower sound.
- Older pupils in KS2 sing with good control of pitch and dynamics while demonstrating an awareness of different rhythms which might be employed to accompany the song.
- Pupils successfully record various rhythms on paper, using symbols of their own invention. They understand that this is a step towards formally recording musical notes on a score. They read their own symbols and follow them closely when playing untuned instruments.
- All KS2 pupils have an opportunity to learn to play the violin. Those who currently avail themselves of this opportunity and pupils who belong to the recorder club, play in morning assembly and significantly enhance these occasions.

## **Shortcomings**

There are no significant shortcomings.

## **Physical education**

The full range of work was not observed during the inspection, but in the work seen, standards of achievement were good in KS1 and KS2.

### **Good features**

- In KS1, pupils understand that warm-up activities help their bodies to work better during their lesson activities. They have a good understanding of the need for care when working in certain parts of the hall and during some of the more vigorous physical activities.
- In movement lessons, they use their bodies well and demonstrate good flexibility when making interesting and individual shapes, and link them in pleasing sequences.
- They constructively appraise each other's work, celebrating the many good features they observe.
- In KS2, pupils understand well that warming up activities improve the circulation to muscles making them more efficient which in turn makes them more agile when they participate in gymnastic activities.
- They listen to instructions very well and carry out their tasks with good levels of self-discipline. This has a positive impact on the standards they achieve.
- In their work on balances they use differing numbers of body contact points effectively to make unusual and individual shapes. When working with a partner, they mirror one another's shapes well and are able to sustain these.
- In all their gymnastic activities they are acutely aware of their own personal space and use it to good advantage.
- School records show that pupils make good progress in swimming.
- The school participates in local rugby and netball competitions for primary schools.

### **Shortcomings**

There are no significant shortcomings.

## **Religious education**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils talk enthusiastically about their visit to the local parish church and can identify the main internal features.

- They know that the font is used for Christenings and that when you are christened you are brought into God's family. They understand well the significance of the communion service within Christian worship, including the symbolism of the bread and the wine.
- They remember the story of Noah's Ark and talk knowledgeably about the creation and how Eve was tempted by the snake in the Garden of Eden.
- Pupils know that Christmas and Easter are Christian festivals and understand that Easter is a time when Christians remember the execution of Jesus and how he was made to carry his own heavy cross.
- Pupils in KS2 also have a good knowledge of the Christian festivals of Christmas and Easter and that there is a time in the Christian year when we remember Jesus' ascent into heaven.
- They know and understand well the importance of the Ten Commandments for people living today.
- They have a good understanding of the traditions and religious practices of Moslems and compare them with the traditions and religious practices of Christians.
- In both key stages, pupils know in detail the story of St David, the patron saint of Wales.

### **Shortcomings**

There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The school has made good progress in addressing the key issues identified in the last inspection report of June 1998.

- 1. Improve the quality of teaching and pupils' standards of achievement in English, mathematics, science, design and technology, art and religious education.**  
Standards are now good in all these subjects. The presentation of work is neat, computational skills in mathematics are good and investigative science has a high profile in both key stages.
- 2. Improve and update schemes of work in science, design and technology, information technology, music, religious education and Welsh in KS2.**  
Comprehensive, well structured schemes of work have been produced in all these subjects and are being effectively implemented.
- 3. Corporately plan the curriculum for the under fives in accordance with the required six areas of learning.**

The curriculum for the under fives is good and promotes the Desirable Outcomes. Planning is effective with regard to ensuring continuity and progression in the six areas of learning.

**4. Improve overall management and leadership of the school by planning and monitoring to ensure continuity and progression in the curriculum and to provide value for money through better planning and budgetary control.**

The curriculum is regularly monitored and targets for improvement appear in the SDP. The budget is effectively managed and the school provides good value for money.

**5. Improve the quality of display of pupils' work and the learning environment and ensure there is basic safety and security in the school building and its surrounds.**

Displays are colourful and attractive and reflect the work undertaken in class. The internal environment is bright and welcoming and teachers make great efforts to overcome shortcomings in the building. The fence along the front boundary of the school is in a poor condition and presents a health and safety hazard.

**6. Fulfil statutory requirements for daily collective worship and the governing body's annual report to parents.**

Both collective worship and the governors' annual report now meet statutory requirements.

**7. Provide parents with better opportunities to discuss their children's progress and to assist in school.**

Parents have ample opportunities, both formal and informal, to discuss their children's progress. A number regularly assist in school and all are given the opportunity to do so.

## **8.2 Key issues for action**

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

- raise standards in subjects judged to be satisfactory and address all other shortcomings in the report;
- introduce structured evaluation procedures which will enable the school to identify the strengths and weaknesses in all aspects of its life and work;
- fully implement plans for the development of key skills across the curriculum; \*
- implement the home/ school agreement;
- build on the good practice in assessment, recording and reporting by extending the assessment guidelines to include all subjects;
- take immediate steps to replace the fence along the front boundary of the school;
- maintain the high quality of teaching across the school.

*\* The school is aware of the need to improve pupils' use of key skills across the curriculum and it appears as a target in the SDP.*

## APPENDIX

### A. Basic information about the school

Name of School	Llangynwyd Primary School
School type	Community
Age -range of pupils	3 – 11 years
Address of school	Heol Cadrawd Llangynwyd Maesteg Bridgend
Post-Code	CF34 9TE
Telephone Number	01656 733166

Headteacher	Mr Ian Craven
Date of appointment	18 February 1999
Chair of Governors/ Appropriate Authority	Mary Griffiths Jones
Registered Inspector	Mr Robert Jones
Dates of inspection	19 – 22 January 2004

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7	9	15	6	10	7	17	7	78

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	6.2

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil:adult (fte) ratio in nursery classes	:1
Pupil:adult (fte) ratio in special classes	2.4:1
Average class size, excluding nursery and special classes	20.3
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	89	90	93	91.68
Term 2	91	88	93	91.67
Term 3	94	93	93	93.68

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

### END OF KEY STAGE 1: 2003

<b>National Curriculum Assessment KS 1 Results: 2003</b>	Number of pupils in Y2: 9
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:	56	In Wales:	79

### END OF KEY STAGE 2: 2003

<b>National Curriculum Assessment KS 2 Results: 2003</b>								Number of pupils in Y6: 14						
<b>Percentage of pupils at each level</b>														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School	14	0	0	0	0	0	0	14	43	29	0	
		National	0	0	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	14	0	0	0	0	0	0	0	7	50	29	0
		National	0	2	1	1	0	0	0	5	12	38	40	0
Mathematics	Teacher assessment	School	14	0	0	0	0	0	0	7	43	36	0	
		National	0	0	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	14	0	0	0	0	0	0	0	14	36	36	0
		National	0	2	1	0	0	0	0	4	18	42	33	0
Science	Teacher assessment	School	14	0	0	0	0	0	0	7	43	36	0	
		National	0	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	14	0	0	0	0	0	0	0	0	36	50	0
		National	0	2	0	0	0	0	0	1	9	48	39	0

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:	71	In the school:	71
In Wales:	70	In Wales:	71

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- 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 Not registered for the test because they are working outside the test levels
- W Pupils who are working towards level 1 but have not yet achieved the necessary standards for level 1
- n tests which do not include these levels
- n/a not applicable

## **D. Evidence base of the inspection**

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

- pre-inspection meetings were held with the head, teachers, parents and governing body to discuss the life and work of the school;
- 19 questionnaires were completed by parents and they were analysed thoroughly;
- school policies and documents were studied before the inspection;
- discussions were held with the head and the curriculum co-ordinators;
- 46 teaching sessions or parts of sessions were observed;
- the inspectors listened to pupils reading and their work was discussed with them as part of an enquiry into standards in NC subjects;
- examples of the pupils' work in each class were studied;
- attendance registers, pupils' records and teachers' planning files were studied ;
- the inspectors were present during each whole-school act of collective worship;
- post-inspection meetings were held with the staff and the governing body.

## E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr R Jones	RgI	1. Context 2. Main findings 3.1 Educational standards achieved by pupils 4.2 Behaviour and attitudes 5.1 Teaching 5.3 Curriculum 6.2 Leadership and efficiency 6.3 Staffing, accommodation and learning resources. 8.1 Progress since the last inspection 8.2 Key issues for action	Mathematics Science Design and technology Information technology Welsh second language Art Music
Mr K Knapper	Team	3.2 Standards achieved in key skills across the curriculum 4.1 Pupils' spiritual, moral, social and cultural development 5.2 Assessment, recording and reporting 5.4 Support, guidance and pupils' welfare 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement	Children under five English History Geography Physical education Religious education
Mrs C Lewis	Lay	4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	

### *Acknowledgement*

*The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*