

REPORT

on the

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

**LLANMILOE PRIMARY SCHOOL
LLANMILOE
PENDINE
CARMARTHENSHIRE
SA33 4TU**

School Number: 669/2119

Date of Inspection: 17 – 19 June 2002

By

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Registered Inspector W246/78220

Under Estyn contract number: T/205/01P

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Llanmiloe Primary School is a small school situated on the outskirts of the village of Llanmiloe, serving a coastal area on the A4066 between Laugharne and Pendine. The local community is mainly English speaking and not one of the pupils speak Welsh on entry. The school has been designated a category B school according to the language policy of Carmarthenshire local education authority (LEA). The school considers that the area from which the pupils are drawn is neither prosperous nor economically disadvantaged.

Education is provided for pupils between the ages of 3-11, with 50 pupils on roll. The vast majority of pupils have received pre-school education at the Welsh medium voluntary nursery group (Mudiad Ysgolion Meithrin) which is situated on the school premises. There is one pupil from a multi-ethnic background. Around 17 per cent of the pupils are entitled to free school meals, a figure which is slightly lower than the average for Wales (19.5 per cent) and Carmarthenshire (18.3 per cent). At present, there are 18 pupils on the Special Educational Needs (SEN) register, two of whom carry statements.

Since September 1999, the school has been a community school. The present headteacher was appointed in 1998. Pupils are taught in one of three mixed age classes. The present budget allows for two full time and three specialist part-time teachers for 0.9 of the week. The two buildings contain four classrooms, a dining room, store and cloakrooms. The school was previously inspected in the Autumn Term 1996. Key issues for action were identified and the ensuing action plan addressed all areas and established a number of strategies in order to address the matters raised in the report.

It is the aim of the school to provide for the full social, moral, emotional, physical and intellectual development of the pupils and to:

- develop pupils to their full potential;
- provide a safe environment;
- offer a wide range of experiences through a broad and balanced curriculum.

The focus for the present academic year is to:

- raise standards in English, mathematics and science and improve the quality of pupils' musical experiences;
- adapt LEA schemes of work to comply with the school's requirements;
- establish a school library and review resources in a number of subject areas;
- narrow the gap in attainment between boys and girls;
- update whole school assessment procedures.

2. MAIN FINDINGS

The main findings of the report

Llanmiloe Primary School provides a happy and caring environment and has a number of good features. It is managed by a supportive governing body. The headteacher provides caring leadership and staff work conscientiously ensuring the school's values, especially respect for individuals and their needs and achievements; these have a positive effect on all pupils.

Educational standards achieved by pupils

Pupils' standards of achievement overall in the school were very good in around 17 per cent of sessions observed, good in 54 per cent and satisfactory in the remainder.

- The vast majority of children come to school with average levels of literacy and numeracy skills. Children under five make consistently good progress in the vast majority of relevant activities. As a result, the overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. 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	Satisfactory
Creative development	Good

- In Key Stage one (KS1) and KS2, pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

	KS1	KS2
English	Good	Satisfactory
Mathematics	Good	Satisfactory
Science	Good	Good
Welsh second language	Very Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Good	Good
Music	Good	Good
Physical education	Good	Satisfactory
Religious education	Good	Satisfactory

- In KS1, the 2001 NC assessment results were above national average in English, mathematics and science with in excess of half of the pupils achieving level three in mathematics and science.
- In KS2, the 2001 NC assessment results were above national average in English and science and similar in mathematics. However, the percentage of pupils attaining level five was below national average.
- In comparison with schools in Wales with a similar background, results indicate the school is in the top 50 per cent and below the best performing 25 per cent in both key stages.
- Standards in key skills in the early years and KS1 are good overall. In KS2, standards and progress made by pupils in reading, listening and information and communications technology (ICT) are good; standards in speaking, writing and use of numeracy across the curriculum are satisfactory. In KS2, pupils do not sufficiently write at length and for a wide range of purposes; their presentation skills often inhibit the completion of good quality work.

Ethos of the school

- Pupils' spiritual, moral, social and cultural development is good and reflects the positive and caring ethos of school life.
- Y Cwricwlwm Cymreig is well promoted enabling pupils to appreciate their own culture. They have a good knowledge of their heritage, culture and language of Wales through the curriculum and participation in the Urdd activities. Pupils' awareness of other cultures is developing satisfactorily through their work in geography, art and music.
- Pupils' behaviour is good. Their attitude to learning is good with the vast majority maintaining their interest and concentration during lessons.
- Pupils' attendance levels are good. Pupils arrive at the school punctually and waste no time in proceeding from one activity to another. The school does not comply fully with the requirements of the National Assembly of Wales (NAW) Circular 3/99 for the registration of pupils.

Quality of education

- Overall, the quality of teaching was satisfactory or better in around 94 per cent of sessions inspected, of which around 47 per cent were good and 16 per cent very good. Six per cent of the lessons were unsatisfactory. Teaching is consistently good and occasionally very good in KS1 and when teachers teach subjects in which they have particular expertise. Teachers work hard ensuring good provision and equal opportunities for all pupils.
- In the best lessons, teachers plan their lessons well, paying attention to learning objectives, continuity and progression. Well-organised, direct teaching at a brisk pace, good classroom organisation and the good use of learning resources are effective in

developing pupils' knowledge, understanding and skills. Plenary sessions at the end of the lessons are well used to reinforce main points.

- In the lessons which were judged to be unsatisfactory or less effective towards the end of KS2, pupils are given insufficient opportunities during lessons to speak audibly and clearly at length in English, learning outcomes are unclear, teaching strategies are limited with strict adherence to published schemes, and plenary sessions are not utilised to reinforce new learning.
- The school's arrangements for assessment, recording and reporting are satisfactory. In KS2, formal assessments are regularly administered, however, the data from these assessments are not always used to provide targets for pupils in the core subjects.
- The quality and organisation of the curriculum are good. Detailed planning in the early years identifies and promotes the key learning outcomes. However, the children have limited opportunities to develop their gross motor skills and physical development due to the lack of a discreet outdoor play area and large play equipment. In KS1 and KS2, planning of pupils' work does not provide for assessment to be a consistent feature in order to inform future planning. In KS1 and KS2, the curriculum is broad and balanced. However, teaching time falls short of NAW recommendations. Y Cwricwlwm Cymreig is very well promoted with planning well structured across a range of curricular areas. Visitors to the school and visits to places of educational interest enrich the quality of the curriculum provision. Homework is appropriate and used effectively to support learning. Extra curricular provision is satisfactory. The home-school agreement meets statutory requirements. The provision is socially inclusive and ensures equality of access and opportunity for all pupils. Progress has been made in arrangements for Personal and Social Education.
- The provision for support, guidance and pupils' welfare is at least satisfactory and often good. The headteacher and staff know their pupils well and are very approachable. Most parents are happy with the help and guidance their children receive at school. The security of the building has not been addressed and constitutes a safety issue.
- The quality of provision for pupils with SEN is good. Pupils make good progress, commensurate with age and ability.
- Partnership with parents, schools and other institutions is good. Parents fund raise and help with costumes for school productions, art, reading, support in the library and provide significant support in redecorating and painting classrooms. Strong links are established with the community. The school's partnership with industry is satisfactory.

Management

- The quality of the school's procedures for self-evaluation and planning for improvement has some developing features but is unsatisfactory overall. The school development plan (SDP) is a well structured document over a three-year period. However, it has not recently been reviewed and the action plans are not sufficiently supported by appropriate timescales for evaluation and monitoring of the targets set. The strategies in place to monitor and evaluate the quality of education to secure school improvement are insufficiently structured and systematic.

- The school's leadership and management are satisfactory. The headteacher provides caring leadership in endeavouring to improve the educational provision and standards of achievement. However, the school has not drawn up a set of aims and objectives to give it a clear sense of purpose and direction. No formal procedures are in place for curriculum co-ordinators to know about the school's work overall, to judge its effectiveness and plan for further development.
- The governing body is supportive of the headteacher and the school. The governors are beginning to develop an awareness of curricular matters through termly visits to oversee provision. The governing body finance sub-committee has good oversight of the budget and supervises expenditure well. The school manages its resources appropriately ensuring value for money. The school runs effectively on a day-to-day basis.
- Overall, the quality of staffing, accommodation and learning resources is good. The school is suitably staffed with good use of part-time specialist teachers to support learning in KS2. Accommodation and resources are good and well utilised, however, there is no suitable enclosed play area and large play equipment for the under fives. The building and outdoor facilities are well maintained. Displays of pupils' work are good.

Progress since the last inspection

- Since the previous inspection in 1996, the school has made variable progress in meeting the targets set in the action plan. Very good progress has been made in producing a good quality scheme of work for the under fives. Good progress has been made in building on the satisfactory standards of achievement in KS1 and satisfactory progress in KS2. Satisfactory progress has been made in developing theme plans to guide future development and developing links with industry. Unsatisfactory progress has been made in assessment procedures in order that targets are set for pupils and in the evaluation of work and monitoring of progress to further enhance the quality of teaching and learning.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Pupils' standards of achievement overall in the school were very good in around 17 per cent of sessions observed, good in 54 per cent and satisfactory in the remainder.

- Overall, the standards of achievement of the under fives are good. Children make good progress in language, literacy and communication, mathematical, personal and social and creative development. They have good knowledge and understanding of the world. Progress in physical development is satisfactory. As a result, the overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. Baseline assessment show the attainment on entry to the school is average for the vast majority of pupils.
- In KS1, standards of achievement were very good in around 25 per cent of the lessons observed and good in the remaining 75 per cent. Pupils build on their early years

experiences and continue to make consistently good and sometimes very good progress. Standards are very good in Welsh second language where pupils make very good progress in developing their speaking and listening skills. Standards are good in English with reading skills being very good. Standards in mathematics are good with pupils developing very good mental skills. Standards of achievement are good in all other NC subjects and religious education apart from geography where standards are satisfactory.

- In KS2, standards of achievement were very good in around 12 per cent of the lessons observed, good in around 44 per cent and satisfactory in the remaining 44 per cent. By the end of the key stage, standards of achievement are good in science and satisfactory in English and mathematics. Standards are good in Welsh second language, design technology, information technology, art and music. Standards are satisfactory in history, geography, physical education and religious education. Pupils with SEN make good progress in both key stages. There is some variation in achievement between girls and boys. The school has plans to address some boys' underachievement, mainly in English.
- In KS1, the 2001 NC assessment results were above national average in English, mathematics and science with in excess of half of the pupils achieving level three in mathematics and science.
- In KS2, the 2001 NC assessment results were above national average in English and science and similar in mathematics. However, the percentage of pupils attaining level five was below national average.
- In comparison with schools in Wales with a similar background, results indicate the school is in the top 50 per cent and below the best performing 25 per cent in both key stages.

3.2 Standards achieved in key skills across the curriculum

Standards in key skills in the early years and KS1 are good overall. In KS2, standards and progress made by pupils in reading, listening and ICT are good; standards in speaking, writing and use of numeracy across the curriculum are satisfactory.

- The school has a policy for key skills which gives good, clear guidance.
- In the early years, children acquire good standards in key skills across the six areas of learning. They listen well and speak confidently about their experiences. They have good opportunities to develop their ICT skills through a comprehensive range of software appropriate to their age.
- Pupils listen attentively during lessons and whole school assemblies. In KS1, they answer questions confidently, speaking clearly and audibly. Pupils readily enter into discussion, and speaking skills are developed through planned opportunities. In KS2, pupils' speaking skills are satisfactory. However, when opportunities are planned, for example in ICT, pupils discuss challenging projects and collaborate effectively to improve their learning.
- All pupils achieve good standards of reading commensurate with their age and ability. The vast majority read with accuracy and expression and with good understanding. KS1

pupils make good use of the newly formed school library to read for pleasure. KS2 pupils make satisfactory use of reference books across the curriculum to extract information.

- In KS1, pupils' writing skills develop progressively and by the end of the key stage they write to a good standard for a range of purposes. In KS2, pupils insufficiently write at length and for a wide range of purposes; their presentation skills often inhibit the completion of good quality work.
- Pupils demonstrate good standards in numeracy across the curriculum in KS1. For example, during their visit to the river at Brook, they collect information and record their results in graphs. In KS2, numeracy skills are not sufficiently extended in work in science, history and geography.
- In both key stages and in all classes, computers are frequently used to support learning, and pupils' ICT skills are generally good. In KS2, however, insufficient use is made of pupils' ICT skills in some subjects across the curriculum.
- Relative to their age and ability, pupils with SEN achieve good standards in speaking, listening, reading, writing, numeracy and the use of ICT.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' spiritual, moral, social and cultural development is good and reflects the positive and caring ethos of school life.

- Acts of collective worship make an important contribution to pupils' spiritual and moral development. These take place daily and reinforce Christian values. In whole school assemblies, pupils participate through role-play and are given time for reflection. Pupils usually say a prayer at the end of morning and afternoon sessions.
- Relationships are very good at all levels and pupils work and play well together. They know the difference between right and wrong and show respect for others. The adults at the school set good examples as role models.
- Pupils show concern for others less fortunate than themselves. Older children raise funds from the sale of tuck to sponsor a child in a third world country.
- Y Cwricwlwm Cymreig enables pupils to appreciate their own culture. They have a good knowledge of their heritage, culture and language of Wales through the curriculum and participation in Urdd activities. Pupils' awareness of other cultures is developing satisfactorily through their work in geography, art and music.
- Pupils' personal and social development is enhanced through residential visits, school outings and involvement in a wide range of local sporting events.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes to learning are good.

- There are appropriate and effective policies on behaviour and discipline. The parents are informed in the prospectus of the standards of behaviour and self discipline expected, and the pupils are often reminded by the headteacher and staff of the school's expectations. The pupils' response has a positive effect on the standards of achievement and the quality of life in the school.
- Pupils' attitude to work is good and the vast majority maintain their interest and concentration during lessons.
- There are no school rules. However, the system of giving stickers to KS1 pupils and verbal praise to KS2 pupils for good deeds and commendable behaviour are effective. A shield is awarded annually to the girl and boy from Y6 who makes the most valuable contribution to school life.
- Measures to prevent and eliminate bullying are successful. There have been no exclusions in the past 12 months.

4.3 Attendance

Pupils' attendance levels are good.

- The school's overall rate of attendance throughout the year is approximately 95%. No targets have been set to improve attendance.
- Pupils arrive at the school punctually and waste no time in proceeding from one activity to another.
- Parents co-operate to ensure that there are no unauthorised absences.
- The school does not comply fully with the requirements of the NAW Circular 3/99. Occasionally, afternoon registration is left undone. No supplementary symbols are used in registers to record the reasons for authorised absences.

5. QUALITY OF EDUCATION

5.1 Teaching

Overall, the quality of teaching was satisfactory or better in around 94 per cent of sessions inspected, of which around 47 per cent were good and 16 per cent very good. Six per cent of the lessons were unsatisfactory. The quality of teaching in the early years and KS1 was very good in around 33 per cent of lessons observed and consistently good in the remainder. In

KS2, it was very good in around 10 per cent of sessions observed, good in around 30 per cent, satisfactory in around 50 per cent and unsatisfactory in around 10 per cent.

Good features

- Teachers have a good relationship with pupils and they know the pupils and their backgrounds very well. Pupils' efforts and good work are praised and consistent encouragement ensures their progress.
- Overall, teachers have a good knowledge and understanding of the subjects they teach. Teaching is consistently good and occasionally very good in KS1 and when teachers teach subjects in which they have particular expertise.
- The quality of teaching of the under-fives is based on a secure knowledge and understanding of the Desirable Outcomes for children's learning. Classroom management is good with good use of support staff and learning resources ensuring children are on task and appropriately challenged.
- Close co-operation between staff ensures good provision and equal opportunities for all pupils. Support staff are very well utilised to support learning, particularly for pupils with SEN. Teachers organise activities confidently and manage tasks efficiently, making good use of time.
- In the best practice, teachers plan their lessons well, paying attention to learning objectives, continuity and progression. Well-organised, direct teaching at a brisk pace, good classroom organisation and the good use of learning resources are effective in developing pupils' knowledge, understanding and skills. Plenary sessions at the end of the lessons are well used to reinforce main points.
- Teachers generally use a good range of teaching techniques and organisational strategies with particular emphasis on ensuring all pupils listen attentively.
- Teachers generally have high expectations and set challenging tasks with work well matched to pupils' abilities and prior attainment.
- Teachers provide a stimulating environment with good displays of pupils' work which is conducive to teaching and learning.

Shortcomings

- In KS2, insufficient use is made of incidental Welsh to further develop pupils' oral skills.
- Towards the end of KS2, pupils are given insufficient opportunities during lessons to speak audibly and clearly at length in English. In a number of lessons in Y5 and Y6, learning outcomes are unclear, teaching strategies are limited with strict adherence to published schemes, and plenary sessions are not utilised to reinforce new learning.

- In some mathematics lessons in KS2, when the work is insufficiently differentiated, the pace of lessons is insufficiently challenging for the more able and too fast for the less able.
- Teachers do not evaluate lessons to inform future planning sufficiently.

5.2 Assessment, recording and reporting

The school's arrangements for assessment, recording and reporting are satisfactory.

- The school's policy gives guidelines for the assessment of pupils' achievements, however, effective procedures to monitor and target pupils are not fully developed.
- The school complies with statutory requirements for NC assessment. There are good systems for assessing pupils with SEN and the information is used to set targets in the individual education plans (IEPs). Specialist teachers and support staff intervene effectively to support pupils' learning.
- On entry into the school, baseline assessment is undertaken. Results provide a good basis for the monitoring of progress of individual pupils in KS1.
- Effective reading records are kept in KS1, identifying strengths and weaknesses, with good home-school links. This good practice ceases as pupils enter KS2.
- Opportunities for pupils to assess and evaluate their own work are at an early stage of development.
- In KS2, formal assessments are regularly administered but the data from these assessments are not always used to provide targets for pupils in the core subjects. The equal opportunities policy provides for the monitoring of progress of minority groups.
- The planning of pupils' work does not provide for assessment to be a consistent feature in order to inform future planning. Units of planning, both medium and short term, are rarely evaluated.
- Lesson objectives identify achievable and measurable outcomes, however, pupils' progress is not always monitored against these objectives. In the best practice, the clear learning focus is shared with the pupils at the beginning of the lesson and pupils are encouraged to evaluate their own learning during the plenary session.
- Pupils' work is inconsistently marked throughout the school and written comments rarely give pupils information related to specific learning objectives or targets for improvement. The process by which pupils have a clear understanding of what they need to do to improve is underdeveloped.
- Consultation meetings are held with parents on curriculum matters and an annual meeting to discuss their children's progress. At the pre-inspection meeting, parents indicated a desire for a second meeting midway through the academic year to discuss their child's progress. Written reports are generally good and provide an indication of achievement

and progress in all areas of the curriculum. Clear future learning targets in the core subjects are not always included in the reports.

5.3 Curriculum

The school provides a broad and balanced curriculum.

- The curriculum for the under fives is based on the Desirable Outcomes for children's learning. Detailed planning in the early years identifies and promotes the key learning outcomes. However, the children have limited opportunities to develop their gross motor skills and physical development due to the lack of a discreet outdoor play area and large play equipment.
- The curriculum in KS1 and KS2 is broad, relevant and meets the statutory requirements of the NC and Agreed Syllabus for religious education. However, teaching time falls short of NAW recommendations.
- Whole school planning for the development of key skills has insufficient structure to build progressively on pupils' skills. The provision is socially inclusive and ensures equality of access and opportunity for all pupils. Progress has been made in arrangements for Personal and Social Education in line with ACCAC's guidelines.
- Subject policies are adequate in all areas. Staff have been involved recently in adapting LEA exemplars of schemes of work in many curricular areas. However, they have had limited time to impact on standards, especially towards the end of KS2.
- Short term planning is consistently good ensuring a wide range of experiences and differentiated tasks.
- Extra-curricular provision is satisfactory. Pupils participate in Urdd activities and have good opportunities to engage in drama activities within the community.
- Y Cwricwlwm Cymreig is very well promoted through well structured planning across a range of curricular areas.
- Visitors to the school enrich the quality of the curriculum provision in some subjects. Pupils regularly visit places of historical and geographical interest connected with topics or themes which they are studying.
- Homework is appropriate and used effectively to support learning.

5.4 Support, guidance and pupils' welfare

The provision for the support, guidance and pupils' welfare is at least satisfactory and often good.

- The school provides a caring environment which is based on the promotion of good attitudes and values.

- Relationships are good throughout the school. The headteacher and staff know their pupils well and are very approachable. The vast majority of parents are happy with the help and guidance their children receive from the school.
- There is equal opportunity for all pupils in all aspects of school life and educational guidance is provided in lessons with all pupils treated as individuals.
- The school has a home/school agreement which sets out the rights and responsibilities of pupils, the home and the school. Parents are informed of school events usually at the beginning of each term and curriculum meetings are held during the year.
- The headteacher is nominated to deal with child protection issues and the school follows the LEA's guidelines.
- First aid procedures are satisfactory with staff having received training, although this needs to be updated in some cases.
- There is a sex education policy which ensures that staff deal with pupils' questions on sex and health education in a sensitive manner. The school nurse talks to Y6 pupils about the growing up process.
- Breaktime and lunchtime supervision is well organised. Pupils enter and leave classrooms and the dining hall in an orderly manner.
- The school provides a clean and pleasant environment for its pupils. However, the security of the school has not been addressed.

5.5 Provision for pupils with special educational needs (SEN)

The quality of provision for pupils with SEN is good.

- The school policy and procedures for SEN conform to the requirements of the SEN Code of Practice. Currently, there are 16 pupils on stages one to four, with two pupils carrying statements.
- Special educational needs are identified at an early stage and pupils are carefully monitored throughout the school. Pupils are placed on the register appropriately and are removed when their needs have been met.
- Individual educational plans (IEPs) are good and take careful note of the aims, targets and individual steps to be taken to address pupils' needs. The SEN co-ordinator (SENCO) regularly monitors IEPs in conjunction with class teachers and parents. Pupils make good progress, commensurate with age and ability.
- When pupils are withdrawn for specialist teaching they are provided with good levels of support. Pupils receive structured work which is relevant to their needs.

- Effective liaison takes place between support staff and class teachers to ensure continuity and progression. Good liaison takes place between the SENCO and relevant agencies of the local authorities and health service.
- The total amount of time given for English as an additional language (EAL) is satisfactory. However, the current organisation which gives all the support within a two day period is inappropriate and does not allow for short intensive daily sessions.
- Parents are given satisfactory information about SEN in the school prospectus. All pupils are fully integrated into the life of the school and have access to the whole curriculum. In the best cases of good teaching practice, reading texts and concepts are taught to pupils with SEN prior to the class lesson, to enable them to take full part.

5.6 Partnership with parents and community, schools and other institutions

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

- The school has established satisfactory systems to keep the parents informed of its activities and the children's progress. These include the school prospectus, newsletters, parents' notice board, annual reports on pupils and one meeting a year to discuss the pupils' progress. However the school prospectus does not fully comply with statutory requirements.
- The home/school agreement meets satisfactory requirements. It has not been signed by all parents.
- An active Parent, Teacher Association raises money that is used mostly to improve the school's resources. Parents help with costumes for school productions, art, reading, support in the library and provide significant support in redecorating and painting classrooms.
- Strong links are established with the community. Pupils attend the church's important Christian festivals and the vicar conducts collective worship once a week. Pupils entertain the Luncheon Club, visit the bowling club, have the use of the community hall and took part in the local Golden Jubilee celebrations. Local shops and businesses have donated prizes, and the West Wales Arts Council grant aided the services of an artist and the building of a new school garden, with plants donated by the Community Council..
- Good links have been established with the school to which pupils transfer at the end of Y6. These include induction days for Y5 and Y6, together with visits made by the secondary school headteacher, head of Y7 and the head of the SEN department. Secondary school pupils receive work experience placement at the school. There are good sporting links with other primary schools. Useful links have been established with Y Mudiad Ysgolion Meithrin located at the school.
- The school provides placement for students from a teacher training college, and also for NNEB and childcare training for students from a further education college.

- Other links include the Urdd, LEA officers, Lady Stepney Education Centre, local drama club and a bird sanctuary.

5.7 Partnership with industry

The school's partnership with industry is satisfactory.

- Visits made to a wind farm, supermarket, garden centre, silversmith and a worm farm have increased pupils' awareness of the world of work.
- Visitors to the school such as a nurse, fire brigade officer, police officer, health visitor and an environmental officer enhance the curricular provision.
- The nearby Ministry of Defence establishment has donated computers to the school and local businesses support fund raising activities.
- Under the Education and Business Partnership scheme, one member of staff attended a course on plant husbandry. The school has not established links with the regional TEC / ELWa.
- The school does not have a policy on partnership with industry nor strategies for developing future links.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of the school's procedures for self-evaluation and planning for improvement has some developing features but is unsatisfactory overall.

- The school sets targets for its performance at the end of KS1 and KS2 and these have been successfully met in 2001. Targets are set for pupils with SEN as part of their IEPs and these are regularly monitored and reviewed.
- Good use is made in KS1 of assessment results from baseline and other early years assessments. However, as pupils move through the school, identification of their strengths and weaknesses and strategies to set achievable and challenging targets to raise their standards of achievement in the subjects are underdeveloped.
- School portfolios of moderated and levelled work have not been developed in most subject areas. Samples of pupils' work are rarely moderated, levelled and annotated leading to a common understanding by teachers of expected levels in curriculum areas.
- Subject co-ordinators are insufficiently involved in monitoring and evaluating the quality of provision in their subject areas. Procedures for monitoring the quality of teaching and learning in the classroom are underdeveloped.

- The school development plan is a well structured document over a three-year period. However, it has not recently been reviewed and the action plans are not sufficiently supported by appropriate timescales for evaluation and monitoring of the targets set.
- The strategies in place to monitor and evaluate the quality of education to secure school improvement are insufficiently structured and systematic.

6.2 Leadership and efficiency

The school's leadership and management are satisfactory. The school has a caring and positive ethos; teachers and governors share a sense of purpose.

- The headteacher provides caring leadership in endeavouring to improve the educational provision and standards of achievement. The school's clear values, especially respect for individuals, their needs and achievement, have a positive effect on all pupils and staff. However, the school has not drawn up a set of aims and objectives to give it a clear sense of purpose and direction.
- The headteacher is responsible for the KS2 class. Part-time specialist teachers are employed for 0.9 of the week to teach KS2 pupils in a number of curricular areas with the headteacher allowed one day per week non-contact time as from the beginning of this term. This arrangement is beneficial for all. During these periods the headteacher undertakes duties relating to school management including administrative work. However, monitoring of the quality of teaching and standards of achievement has not been undertaken.
- Staff meetings are held regularly with minutes kept of decisions taken. Teachers share subject responsibilities identified appropriately in their job descriptions. Teachers work closely with their colleagues on issues involving curricular matters. However, no formal procedures are in place for curriculum co-ordinators to know about the school's work overall, to judge its effectiveness and plan for further development.
- The governing body is supportive of the headteacher and the school. The governors are beginning to develop an awareness of curricular matters through termly visits to oversee provision. However, they are not familiar with curricular policies and schemes of work and do not liaise with curriculum co-ordinators.
- The governing body finance sub-committee has good oversight of the budget and supervises expenditure well, ably supported by the LEA finance officer. The school manages its resources appropriately, ensuring value for money. Through prudent fiscal management, the school utilises its budget well to employ part-time specialist teachers to support the delivery of the NC in KS2. A recent audit of the school's finances by the local authority reported appropriate budgetary control.
- The five hours per week clerical support provided for the headteacher is used effectively. The headteacher undertakes most of the administrative tasks, very often in her own time, to ensure that the school runs effectively on a day-to-day basis.

- Apart from insufficient teaching time and some omissions from the school prospectus, the school satisfies statutory requirements and pays due attention to NAW guidelines.

6.3 Staffing, accommodation and learning resources

Overall, the quality of staffing, accommodation and learning resources is good.

- The school is suitably staffed for the number on roll. Their qualifications and experience are appropriate to their responsibilities. Good use is made of part-time specialist teachers to support learning in KS2. Teachers benefit from a good range of in-service training courses. Teaching staff work well with support staff. There are suitable job descriptions for the teachers.
- Accommodation is good, other than for the provision of a designated outdoor play area for children in the early years. It is well maintained and utilised appropriately. Cleaning staff ensure the school is clean and tidy. Outdoor facilities are spacious and well maintained. Hard surfaced and grassed play areas together with scientific and artistic projects undertaken ensure a stimulating learning environment which significantly benefit the pupils. The multi-purpose dining hall is inadequate in size for indoor gymnastics with KS2 pupils having insufficient space to manoeuvre in order to further develop their skills.
- Displays of pupils' work in classrooms and corridor areas are of good quality.
- Teaching resources are generally good across the curriculum. Staff and pupils make appropriate use of them. KS1 pupils make good use of the recently established library.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under fives is appropriate and promotes the Desirable Outcomes for Children's Learning. Overall, standards and progress made by nursery and reception age children are good.

Children are admitted to the school the term in which they have their fourth birthday. There are six children of nursery age (3-4 year olds) and three children of reception age (4-5 year olds) at the school, all of whom come from non-Welsh speaking homes. They share the classroom with Y1 pupils. Baseline assessment results indicate an average attainment for the vast majority of the children.

- **Children's language, literacy and communication development is good.** Children listen attentively and benefit from hearing the older children speak. They respond well orally in their first language to the likeable characters in the class story books. All children begin to communicate in Welsh after a short space of time at the school. They enjoy marking and basic writing experiences. They speak and sing clearly with good pronunciation during singing activities. Children form letters well and begin to copy

words accurately. Phonic skills and knowledge of letters of the alphabet are developing appropriately.

- **Children’s mathematical development is good.** They have a good understanding of number concepts up to ten and confidently order and sequence them. Children measure and compare quantities in sand, water and cooking activities. They begin to form numbers accurately. Children recognise and identify 2D shapes. When role-playing in the shop they begin to understand the concept of buying and selling, though their early understanding of the mathematics of money is limited.
- **Children’s personal and social development is good.** Children play together well and readily share and take turns. They show respect to their teacher and show care and fondness towards other children and adults. They understand that all living things should be treated with care, respect and concern. Children take care of their personal hygiene and change appropriately in preparation for physical activities, and clean and tidy up after activities. They behave appropriately and understand the difference between right and wrong. Children concentrate for lengthening periods when involved in appropriate tasks.
- **Children’s knowledge and understanding of the world are good.** They recognise the order of the days of the week. They begin to find out about outcomes in their scientific experiments. Children identify workers by the characteristics of their work. They begin to understand the use of a variety of information sources including books and information technology. Children begin to appreciate the differences in people from various parts of the world.
- **Children’s creative development is good.** Children handle equipment and enjoy cutting and gluing various shapes. They make choices about colour and medium and begin to appreciate the work of others. Children enjoy role-play sessions. They respond well when creating and organising sounds and sing a developing range of songs with good control of breathing and pitch.
- **Children’s physical development is satisfactory.** Children handle small table top toys well. While playing on the computer, they handle the mouse well to enable them to make choices and to activate some commands. They move confidently with increasing control and co-ordination in formal physical education lessons. Children's pushing, climbing and sliding skills are limited due to the lack of large play equipment.

English

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

Good features

- In KS1, pupils listen attentively and with interest to their teacher and peers. Oral skills develop well with pupils speaking clearly and confidently in formal situations. The vast majority express themselves with clarity and good expression.

- Overall, KS1 pupils make consistently good and often very good progress in reading. Pupils use well developed strategies, with books well matched to their abilities. Pupils demonstrate enjoyment in reading and use the library appropriately.
- KS1 pupils' writing skills are good. By the end of the key stage, pupils effectively construct stories with a beginning, middle and end. They discuss elements of their stories including setting, characters and plot. Spelling and punctuation skills are developing well; dictionary skills are good. though not used on a regular basis.
- In KS2, pupils generally listen attentively. In question and answer sessions, pupils respond appropriately with good diction and clarity. Speaking skills overall are satisfactory.
- Pupils write generally accurately paying appropriate attention to spelling and punctuation. Throughout KS2, pupils develop good skills in writing poetry making good use of similes, alliterations and rhyming words.
- Reading standards in KS2 are good. Pupils read a developing range of literature with increasing fluency and accuracy. They read for different purposes, including skimming to gain an overall impression and scanning to locate information using books and ICT-based sources.

Shortcomings

- In KS1 pupils do not use dictionaries on a regular basis.
- Older KS2 pupils do not express their viewpoints on an extended basis.
- Older KS2 pupils' ability to write using paragraphs is underdeveloped.
- Pupils' handwriting skills and presentation of work are unsatisfactory at times.

Mathematics

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

Good features

- By the end of KS1, pupils have a good understanding of basic number processes up to 100 and recognise the relationship between number operations. They calculate with increasing accuracy both orally and mentally. They accurately count in twos, fives and 10's. Older pupils demonstrate good understanding of place value and recognise odd and even numbers.
- Pupils in KS1 represent mathematical data in the form of graphs. They compile graphs to show the results of their survey of life in a pond.

- Pupils in KS1 use both non-standard and standard units of measurement with increasing accuracy, appropriate to their age and development. They recognise a variety of two and three-dimensional shapes and classify them according to their properties.
- Pupils in KS1 read the time to the hour and the half, with more able pupils recognising the quarter-hour. They know a suitable range of mathematical vocabulary and use it correctly when describing their work.
- In KS2, pupils' knowledge of mathematical concepts are reinforced and much time is spent on the four rules of number. Able pupils estimate and measure width with accuracy using standard units.
- The majority of younger KS2 pupils calculate simple division accurately. They know the names of two and three-dimensional shapes and the majority know the properties of equilateral and isosceles triangles. They recognise acute and right angles and know that the latter is 90 degrees.
- Older KS2 pupils have a good knowledge of fractions, decimals and percentages with able pupils applying their knowledge to solve problems. The majority have a good recall of number facts in multiplication.
- Older KS2 pupils know the 24 hour clock and apply this knowledge to work out timetables. They have a good knowledge of the concepts of scale, area and perimeter and apply this knowledge to solve practical problems.

Shortcomings

- A significant minority of younger KS2 pupils are hampered in their mathematical calculations by their inaccurate recall of multiplication facts.
- In KS2, pupils' ability to calculate mentally is slow and insecure. Their understanding of and use of mental strategies are underdeveloped.
- Older KS2 pupils do not handle data and utilise their ICT skills to record their findings on a sufficiently regular basis.

Science

Standards of achievement are good in KS1 and KS2.

Good features

- Throughout both key stages, pupils develop good investigative and experimental skills. They have a secure understanding of fair testing and can predict results sensibly.

- Pupils use appropriate scientific vocabulary to describe their observations and they handle scientific equipment safely and sensibly.
- In KS1, pupils understand life cycles; for example, they know fruits contain seeds that once sown grow to produce fruits containing seeds. They recognise a wide variety of seeds and match them to the appropriate fruit.
- Pupils study a wide range of topics to enhance their scientific skills and knowledge. Pupils know the names of the major parts of the human body and use their senses for an awareness of the world around them.
- Pupils classify materials into natural and man-made sets. They test materials such as shells, wood, clay and silk to find their properties.
- In KS2, younger pupils investigate the properties of different types of materials. They test materials such as wood, paper, elastic, metal and sponge to find how they react under different situations. They make predictions, come to sensible conclusions and record results logically.
- They investigate the habitat of animals found in the school garden and record their observations.
- Pupils know that a leaf needs certain foods and conditions to grow and have a good understanding that plants inhale and exhale different gases. They investigate the hypothesis that a leaf cannot survive if denied one of the conditions necessary for growth. Pupils confidently think about how to conduct an experiment, formulate predictions and write up conclusions.
- Older pupils have good understanding of the life cycle of the worm after having constructed a wormery in the school grounds.
- Pupils study the earth and beyond and know the relative positions of the sun, earth and other planets in the solar system. They understand that the earth spins around its own axis and how day and night are related to this spin and the position of the sun.
- Pupils work well in small groups to discuss the setting up of experiments and they discuss and evaluate their work well. They understand the need to work with a large sample to obtain accuracy with their results.

Shortcomings

- Pupils' ICT skills to write up observations, use databases and record results are under-utilised.

Welsh second language

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

Good features

- Pupils participate enthusiastically in lessons, particularly in KS1. When engaged in oral activities in groups or as a whole class, pupils display considerable enjoyment.
- In KS1, pupils build on the knowledge, understanding and skills acquired in the early years. Pupils use incidental Welsh regularly during registration periods, social occasions and across a range of subject areas. They recite Welsh prayers and sing Welsh songs with very good pronunciation.
- Younger pupils listen and respond well to oral stimuli and follow simple commands. Pupils use their developing bilingual skills very effectively in class discussions across a number of subjects.
- Pupils identify the names of colours, know parts of the body, family relationships, convey greetings and count to 10 and beyond with very good pronunciation and intonation. They complete language tasks with developing accuracy which build on their speaking, reading and writing skills.
- Pupils in KS1 display very good oral skills when asking and answering questions about familiar objects, the weather, pets, days of the week, where they live and how they feel. They confidently use a wide vocabulary and a very good range of sentence structures.
- Pupils display good reading skills when reading from a text with the teacher. They confidently read printed resources within their environment and develop an interest in reading books.
- Pupils' writing skills are very good. They construct sentences confidently, using appropriate vocabulary and spelling.
- In KS2, pupils' speaking skills are good. The vast majority begin to sustain a simple conversation about where they live, their interests, weather patterns and their likes and dislikes using a developing range of vocabulary and sentence structures.
- Pupils' reading skills are good. They confidently read words and notices displayed around the school and read fluently their written work using appropriate expression.
- Pupils' writing skills are developing well with a significant amount of work being of a good standard, for example, when pupils use their skills in writing effective extended dialogues.

Shortcomings

- In KS2, a minority of pupils lack confidence in their oral responses.

Design and technology

No lessons were observed in design and technology during the inspection but evidence in the school indicates that standards are good in KS1 and KS2.

Good features

- In KS1, pupils learn how to use knowledge, skills and understanding effectively in the process of designing, making and evaluating. They progress through the programme of work and have varied experiences in developing concepts, skills and attitudes.
- Pupils investigate a variety of materials, design and make jewellery. They discuss and evaluate the finished product effectively.
- As part of a class project, pupils discuss the materials necessary for making brochures describing Pembrokeshire. They design and make good quality brochures and discuss their effectiveness in describing the county.
- Pupils design and make glove puppets demonstrating good skills in cutting, sticking, stitching and decorating.
- By the end of KS1, pupils have a good knowledge of materials, tools and equipment and use them safely.
- In KS2, younger pupils design good quality pencil cases. They discuss the need for the product, the choice of suitable materials, the design, making and the evaluation process.
- Older pupils design and make good quality sports kit bags after studying the properties of commercially made kit bags and generating ideas from magazines. Pupils talk enthusiastically about the design and making process and the evaluation of the effectiveness of their products.

Shortcomings

- Pupils have limited skills in using simple mechanisms and electrical circuits to achieve functional outcomes.

Information technology

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils make good progress in developing their keyboard skills and they handle the mouse with confidence. Pupils work independently and co-operatively at computer related activities.

- Tasks and programs are linked to the subject matter of the lesson and pupils use the software available to find further information about a topic, for example, they load and search a CD Rom for information on fruits and seeds.
- Pupils effectively use a workshop program to store information about the colours of pupils' eyes and hair. They produce graphs to show different sorts of creatures found in a pond.
- In KS2, younger pupils use an appropriate program to design a questionnaire and tally recording sheets to carry out a mathematical data-handling investigation. They find out information about pupils' favourite foods, input the information using spreadsheets and represent the information using a variety of graphs.
- Y3 and Y4 pupils access their own files to complete compositions, poetry and comprehension work in English. They demonstrate a wide range of IT skills including the use of clip art and text boxes in their designs for posters to celebrate the Queen's jubilee and sports day.
- Older KS2 children design and set up a web site. They confidently design a homepage containing a variety of information and use hyperlink to create links to other related pages. For example, they demonstrate their skills by creating websites to celebrate the football World Cup and for a variety of interests and hobbies.
- Pupils access the Internet to research information for projects on such topics as famous artists and capital cities.
- The majority of pupils are confident in storing and retrieving information from files and they demonstrate good keyboard skills appropriate to their age and ability.

Shortcomings

- Pupils' use of e-mail facilities is at an early stage of development.

History

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

Good features

- Pupils in KS1 develop a good historical vocabulary. They develop good chronological awareness arranging pictures from the past in correct sequence.
- Pupils' knowledge and understanding of the past are enhanced through listening to a range of stories, including a good range of stories from Welsh history.

- In their study of the Victorians, KS1 pupils have good knowledge and understanding of schooldays, the toys used and the clothes worn by children. KS2 pupils undertake a study of famous engineers of that age including a detailed study of George Stephenson.
- In KS2, pupils' historical enquiry skills develop appropriately. They make good use of a range of sources including artefacts to investigate historical topics.
- KS2 pupils have a good recall of life during World War Two. Younger pupils compare and contrast the differences in clothing now and during the war years. Older pupils have good understanding and knowledge of rationing, the home guard, battle of Britain and Morse Code.
- Visits to places of historical interest, the use of visiting speakers and good quality displays in some classes enrich pupils' understanding and interpretation of history, and contribute to the range and depth of their knowledge.

Shortcomings

- In KS2, pupils' chronological awareness is underdeveloped with limited use made of time-lines to promote learning.
- Towards the end of KS2, pupils do not write on an extended basis or use ICT when organising and communicating historical information.

Geography

No lessons were timetabled during the inspection but evidence in the school indicates that standards are satisfactory in KS1 and KS2.

Good features

- KS1 pupils develop a satisfactory geographical vocabulary. They show appropriate knowledge of people and services that support the community.
- Pupils begin to develop a satisfactory awareness of their area. In their local study, pupils identify various homes and buildings around the school.
- In KS2, pupils have good knowledge and understanding of the contrasting area of Eritrea. They draw a significant number of comparisons with the local area including weather patterns, occupations and the economy.
- Pupils' mapping skills are satisfactory. Pupils have a developing understanding and knowledge of map symbols and use maps and plans of a variety of scales. They follow the Morfa Bychan trail and develop a good knowledge of the exploits of Malcolm Campbell and Parry Thomas on Pendine Sands whilst on a residential experience locally.

- Pupils identify and locate places using atlases and a globe and have a good knowledge of cities and mountains of the world.
- Older pupils make good use of their ICT skills when researching for information in their individual projects on capital cities.

Shortcomings

- KS1 pupils' skills in handling maps and plans are limited. Their skills in making and using maps and plans are underdeveloped.
- In both key stages, pupils' awareness and understanding of a contrasting area in Wales is limited.
- In KS2, pupils' mapping skills are underdeveloped, for example, the use they make of co-ordinates and grid references in this context are rare.

Art

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils develop their skills appropriately in both key stages, experimenting with colour in order to create effect and atmosphere. They use a good range of materials, equipment and techniques.
- In KS1, pupils demonstrate increasing skills as they use a variety of media in making models and collages. They are familiar with colour mixing of paint, for free painting and printing. They record images and ideas from observation, using a good range of resources.
- In their understanding of art, pupils talk about their own work in relation to that of others. Pupils make good use of their developing understanding of the work of Monet to inform their work.
- In lower KS2, pupils work with a good range of materials, exploring and experimenting successfully in their studies of underwater seascapes. They have good understanding of line and tone with shading techniques well developed. Pupils use their ICT skills effectively in creating patterns and pictures in the style of Christian Lassen.
- Older KS2 pupils develop good sketching skills using a range of materials, evident in their visit to Laugharne castle.
- In both key stages pupils work effectively with artists in designing and making good quality work. KS1 pupils work effectively with a local artist using a wide range of materials in depicting the seaside, evident in their work using charcoal, sponge and spray paint.

- KS2 pupils work very effectively with a Cardiff based artist when designing and making a very good quality mosaic to form part of the walkway to the Millennium stadium. Very good quality mosaic designs and 3D clay sculptures are a feature of the Millennium garden project situated near the entrance to the school.

Shortcomings

There are no significant shortcomings

Music

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils listen attentively to the music of others and make broad distinctions within the musical elements. They use simple terms to describe how they use music for expressive purposes, such as creating moods.
- Pupils recall a number of songs and hymns in Welsh and English. They sing in tune and with good expression.
- Pupils sustain notes appropriately and explore sounds that are long, short and quiet. They clap their hands and keep a steady rhythm. They have good control of untuned percussion instruments. They listen to performances of their compositions and express preferences and possible improvements.
- In both key stages, pupils develop a good musical vocabulary and use ICT effectively, for example, to select and alter sounds on keyboard.
- In KS2, pupils produce good work when composing, using various instruments on agreed stimuli. Towards the end of KS2, standards in performing are good. Pupils read music notation, clap and chant time crisply and accurately with complex rhythms.
- Pupils in both key stages acquire a good singing posture and imitate, memorise, internalise and recall short musical patterns. Standards of singing are satisfactory in whole-school gatherings.
- Standard in music are effectively enhanced through good support from specialist and peripatetic teachers.

Shortcomings

There are no significant shortcomings.

Physical education

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

Good features

- In both key stages, pupils warm up and cool down appropriately. They respond quickly and effectively to instructions and work well individually and in groups. Pupils' spatial awareness and control over their body movements are good.
- In KS1, pupils evaluate their own and other's performance and modify their movements accordingly.
- Differentiation of activities ensure that pupils are appropriately challenged. They participate enthusiastically within the set parameters of the rules and code of behaviour.
- KS1 pupils demonstrate good throwing and catching skills with small apparatus, such as beanbags and balls.
- In KS2, pupils learn the correct technique for throwing, catching, bowling and batting. They demonstrate satisfactory skills of evaluation and improvement through minor games activities. Pupils co-operate well and are aware of the result of their actions on others.
- The school reports that Y2 and KS2 pupils regularly visit the swimming pool for instruction with the vast majority attaining NC expectations by the end of KS2.
- Older KS2 pupils visit the Lady Stepney education centre to gain experience in outdoor and adventurous activities such as orienteering, abseiling and caving.
- All pupils have equal access to every aspect of physical education and the school ensures that gender differences do not deny pupils access to any sport.

Shortcomings

- The majority of KS2 pupils do not change regularly into appropriate clothing and footwear for games lessons and have limited understanding about the changes that happen to their bodies as they exercise.

Religious education

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

Good features

- Pupils in both key stages develop a secure knowledge of the beliefs and practices of Christianity as required by the locally agreed syllabus.

- In both key stages, the majority of pupils display a good knowledge and understanding of Christian festivals and celebrations such as harvest, Christmas, Easter and Whitsun. They have good awareness of the significance of prayer in acts of worship.
- In KS1, pupils have good recall of a number of stories from the Bible which highlight the importance of values and good relationships.
- Pupils reflect upon and share thoughts about the nature of caring. They consider positive attitudes compared to those not so favourable.
- In KS2, pupils have a developing awareness of the hidden meaning in some Bible stories. They reflect on right and wrong and discuss their feelings on forgiveness. They are well aware that actions have consequences.
- Pupils in KS2 have a good understanding and knowledge of the customs, rituals and traditions of the local Church and a satisfactory understanding of places of worship relating to other faiths.
- Pupils' sense of awe and wonder is enhanced from regular visits by the local vicar.
- Pupils develop their social, moral and cultural skills and adapt them in practical ways through their behaviour, responsibilities and attitudes to every day life in school. They know the importance of becoming involved in charitable work and sponsor a Bangladeshi girl.

Shortcomings

- In both key stages, pupils have a limited understanding of other world faiths.
- In both key stages, a limited amount of work is recorded by pupils.
- In KS2, pupils' skills in gathering information from artefacts are underdeveloped.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was last inspected in 1996. The report identified the key issues for action listed below namely, to:

- produce a policy and scheme of work for the under fives;
- continue to seek higher standards by building on the satisfactory achievement;
- consider how the theme plans can be improved and produce an exemplar plan to guide future development;

- review assessment and reporting practice and ensure that targets for improvement are set for pupils;
- strengthen the evaluation of the work and monitoring of progress to further enhance the quality of teaching and learning;
- consider what links with industry can be developed.

The school has made variable progress in addressing the key issues raised in the inspection report.

- INSET was undertaken by the early years teacher and consultation with the LEA adviser for the under fives. As a result, an effective policy and scheme of work were drawn up and very good progress has been made.
- New resources were purchased in a significant number of curriculum areas. Subject specialists were recently employed in KS2 and this arrangement is beginning to raise standards. A fiction centred approach is utilised in the teaching of English. In the 2002 inspection, it was judged that good progress has been made in raising standards of achievement in KS1 and satisfactory progress to date in KS2.
- Theme plans were revised and the recently introduced LEA exemplar schemes of work have been adapted. In the 2002 inspection, it was judged that satisfactory progress has been made with the recently adopted schemes of work having had insufficient time to significantly impact on standards, particularly towards the end of KS2.
- The LEA's assessment adviser was consulted and the assessment and reporting policy was reviewed. In the 2002 inspection, it was judged that unsatisfactory progress has been made. Data from assessments are not always used to provide targets for pupils in the core subjects, and the marking of pupils' work does not sufficiently identify the way ahead. The process by which pupils have a clear understanding of what they need to do to improve is underdeveloped.
- Assessment was undertaken twice yearly to monitor pupils' progress; a data base to track pupil progress is at an early stage of development. In the 2002 inspection, it was judged that unsatisfactory progress has been made. Evaluating and monitoring the quality of teaching and learning have not been undertaken and no formal procedures are in place for curriculum co-ordinators to know about pupils' progress overall.
- Visits have been undertaken by pupils to various local industries. The 2002 inspection judged that satisfactory progress has been made. Pupils make regular visits which have increased their awareness of the world of work. The school has not established links with the regional TEC/ELWA, does not have a policy on partnership with industry and strategies for developing future links have not been established.

8.2 Key issues for action

To build on its strengths, the school needs to:

- continue to maintain the standards in subjects and aspects which were judged to be good and raise standards in the subjects and aspects judged to be satisfactory by addressing the weaknesses identified;
- ensure pupils have their full NC teaching time entitlement;
- revise and update the school's aims and objectives;
- improve the quality of self-evaluation and planning for improvement and further develop the role of curriculum co-ordinators in monitoring standards of achievement;
- further develop target setting procedures to ensure that targets set for individual pupils are specific, stepped and measurable and that pupils are fully involved with the teacher in the process of identifying the next step forward in their learning;
- improve the provision for the physical development of children under five and ensure they have access to a discreet and stimulating play area;
- address the security of the school;
- address deficiencies in the registration of pupils to fully comply with NAW circular 3/99.

The school is addressing aspects of key issues one and five in its present SDP.

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.

APPENDIX

A. Basic information about the school

Name of School	Llanmiloe Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Llanmiloe Pendine Carmarthenshire.
Post-Code	SA33 4TU
Telephone Number	01994 453217

Headteacher	Mrs H Nicholls
Date of appointment	September 1998
Chair of Governors/ Appropriate Authority	Dr K Littler
Registered Inspector	Mr J Harries
Dates of inspection	June 17 th – 19 th 2002.

B. School data and indicators

Number of pupils in each year group

Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	3	6	6	7	7	7	8	50

Total number of teachers

	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	3	2.9

Staffing information

Pupil : teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil : adult (fte) ratio in nursery classes	0
Pupil : adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	17:1
Teacher (fte) : class ratio	1:1

Percentage attendance for three complete terms prior to the inspection

	R	KS1	KS2	Whole school
Term 1	94.8	94.6	94.2	94.5
Term 2	92.8	95.1	94.5	94.1
Term 3	77.6	95.7	96.4	90.0

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: 2001

National Curriculum Assessment KS 1 Results: 2001	Number of pupils in Y2: 7
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:	86%	In Wales:	80%

END OF KEY STAGE 2: 2001

National Curriculum Assessment KS2 Results:2001	Number of pupils in Y6: 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 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	80%	In Wales:	80%

D. Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of five inspector days at the school.

Before the inspection:

- meetings were held with the head and staff, the governing body and the parents; 14 parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the seven completed questionnaires were analysed; the inspection team took note of the results;
- school documentation was examined.

During the inspection:

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 32 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunchtime;
- discussions were held with pupils about aspects of their work and life in the school; inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the head, staff and the governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr J Harries	RgI	The school and its priorities; Main findings; Standards of achievement; Quality of teaching; Curriculum; Leadership and efficiency; Staffing, accommodation and learning resources. Progress since the last inspection; Key issues for action.	Early years; English; Welsh second language; History; Geography; Music; Art; Religious education.
Mr C Brace	Team	Standards achieved in key skills across the curriculum; Pupils` spiritual, moral, social and cultural development; Assessment, recording and reporting; Support, guidance and pupils` welfare; Provision for pupils with SEN; Quality of self-evaluation and planning for improvement.	Mathematics; Science; Design and technology; Information technology; Physical education.
Mr K Lewis	Lay	Behaviour and attitudes; Attendance; Partnership with parents and community, schools and other institutions; Partnership with industry.	