

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

**Llanmorlais Primary School  
School Lane  
Llanmorlais  
Gower  
Swansea  
SA4 3TL**

**School Number: 670/2154**

**Date of Inspection: 14 – 16 March 2005**

**by**

**Mrs C Llewellyn  
W157/78272**

**Date: 19 May 2005**

**Under Estyn contract number: T/140/04P**

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Llanmorlais Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Llanmorlais Primary School took place between 14 and 16 March 2005. An independent team of inspectors, led by Mrs C Llewellyn undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

- |                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | many important shortcomings                             |

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. The school, built in 1893, is situated at the edge of the small village of Llanmorlais on the Burry Estuary in North Gower. It serves pupils from the village and surrounding area, and 20 per cent attend as preferred placement pupils from out of catchment area. There are 98 full time equivalent pupils, including 16 nursery children who attend in the afternoons only. Pupils in key stage 1 and key stage 2 are in mixed-age classes, each covering two year age groups. Children enter the nursery after their third birthday and commence full time education the September following their fourth birthday. Most children have received pre-school education. Numbers have remained stable for the last five years.
2. Approximately 75 per cent of pupils come from relatively prosperous homes while the remainder are neither prosperous nor disadvantaged. The number of pupils entitled to free school meals is well below the national and local average at 7 per cent. The intake reflects the full range of ability with many able and few less able pupils. Baseline assessments undertaken in the reception class show above average achievement for most pupils.
3. The number of pupils with special educational needs (SEN) is smaller than average, at about 9 per cent, and no pupil has a statement of educational needs. There are no pupils with other ethnic backgrounds or who speak other than English as their first language. All pupils learn Welsh as a second language. There are no pupils being looked after by the local education authority (LEA).
4. Following the ill-health and sudden retirement of the previous head teacher in the autumn term, the school has been under the management and leadership of the deputy head teacher since September. A new head teacher takes up his position in April.
5. The school was last inspected in 1999 and the Key Issues highlighted in that report have been addressed.

<b>The school's priorities and targets</b>
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6. The school aims to:
  - provide a secure, happy, caring atmosphere;
  - provide the stimulus and direction for learning which develops the child's enthusiasm;
  - encourage and develop their understanding and skills in a range of subjects;
  - develop the child's curiosity, and
  - give each child the opportunity to reach their potential.
  
7. Priorities in this school's development plan for the current financial year include:
  - developing teachers' confidence in the teaching of religious education and in the use of the interactive whiteboards;
  - the development of assessment procedures;
  - producing a scheme of work for Personal and Social Education, and
  - developing strategies to increase higher order reading skills, particularly by boys.

## Summary

8. Llanmorlais Primary School is a caring school, where pupils have a very positive attitude towards their work and achieve good standards academically and in their personal development. It has maintained and improved its provision since the previous inspection. The acting head and staff work as an effective team in an environment of support and mutual understanding.
9. The shortcomings in important areas in key question 4 are related to the lack of policies and procedures to ensure the health and well-being of pupils, some of which are statutory, and not to the day-to-day care, guidance and support the school gives to its pupils. Pupils are not at risk, but procedures are not in place to ensure this situation is sustained. In the school profile, recently drawn up with the LEA, the school has identified the need to review and develop its policies in line with requirements.

### Table of grades awarded

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

### Standards

#### Subjects

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 1	Grade 1
Religious education	Grade 2	Grade 2

10. Pupils' standards of achievement in lessons were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	70%	12%	-	-

11. Pupils' standards of achievement are good, being well above the Welsh Assembly Government's all-Wales targets for 2007 for at least 65 per cent of lessons to be grade 1 or grade 2.
12. The overall quality of the educational provision for children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Standards achieved in personal development, key skills, social skills and learning skills are good.
13. At key stage 1 and key stage 2, pupils make good progress and achieve good standards in the key skills of listening, speaking, reading, writing, numeracy and information communications technology (ICT); they use these skills effectively to support learning across the curriculum.
14. According to teacher assessment at the end of key stage 1 in 2004, 100 per cent of pupils attained level 2 or above in the core subjects of English, mathematics and science. The percentage achieving the higher level 3 was in line with the all Wales average for English, above the average in mathematics and considerably above the average in science. With the exception of 2003, the 100 per cent level 2 or above has been sustained since 2000.
15. At the end of key stage 2 in 2004, 100 per cent of pupils attained the expected level 4 or above as determined by the test results in the core subjects of English, mathematics and science. The percentage achieving the higher level 5 was below the all Wales average in English, slightly above in mathematics and substantially above the average in science. These results show an improvement over the figures of the previous years.
16. In relation to schools with a similar percentage of pupils entitled to free school meals in Wales, performance in both key stages was in the top 25 per cent of best performing schools.
17. The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is an outstanding feature of the life and work of the school. The daily acts of collective worship and some lessons make significant contributions to pupils' spiritual development.
18. Pupils' moral development is of outstanding quality. Pupils have a very good awareness of moral values such as fairness and, almost without exception, display this aspect towards each other during the day. Pupils know the difference between right and wrong, they help others less fortunate than themselves and they regularly raise money for charities.
19. Pupils' social skills are very well promoted through the School Council and other initiatives. Pupils work and play harmoniously together and develop good social skills. Pupils make good progress in learning to take responsibility for their own work and in working collaboratively.
20. Y Cwricwlwm Cymreig is promoted well through a variety of activities and visits to many places of interest. The school is very effective in the promotion

of bilingual skills for all age groups through the use of incidental Welsh and subject teaching.

21. Although pupils have limited direct experience of life in a multicultural society, they benefit well from the opportunities they have to consider alternative opinions. They show a mature understanding of the rights of individuals to have different ideas and points of view.
22. Attendance rates are above the LEA average but below the Wales average. A significant minority of families takes holiday during term time, often in excess of ten days and on occasions amounting to more than twenty days. The school has drawn up an action plan with the LEA in an attempt to improve attendance and punctuality at the start of the day. Very recently, punctuality has improved, but a small minority of pupils is still regularly late each morning.

### The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	52%	9%	-	-

23. At the last inspection, the quality of teaching was good or better in 90 per cent of lessons, with 7 per cent being very good. The proportion of lessons with grade 1 and grade 2 teaching exceeds the average for Wales.
24. Across the school, teaching is almost always at least good and frequently has outstanding features. Teachers have good knowledge and understanding of the subjects and areas of learning they teach. Lessons are well structured and planning has clear learning objectives, but these are not always shared with the pupils. Relationships between adults and pupils are very good.
25. Teachers use a good range of teaching strategies and techniques that engage pupils and effectively promote their learning. Lively exposition and good quality, skilled, suitably focused questioning motivate and challenge learners. In the two lessons judged to have good features that outweighed shortcomings, the tasks undertaken by pupils were not suitably matched to all levels of ability.
26. The quality of assessment is good and enables the school to identify pupils' strengths and weaknesses and the areas to develop. Assessments are accurate and thorough, thereby ensuring a clear picture of each child as they progress through the school. There are good assessment and recording procedures in place for pupils with SEN and suitably challenging tasks are set in their individual education plans (IEPs).
27. Annual reports to parents comply with statutory requirements and provide appropriate information on pupils' progress and standards of achievement. Targets are occasionally noted, but there is a lack of consistency in this practice. Teachers are available to discuss pupils' work with parents each

Tuesday after school, but a good number of parents would welcome more formal arrangements to discuss their children's achievements and progress.

28. The school has been successful in its analysis of pupil assessments and the setting of targets for end of key stage achievements. A good start has recently been made to pupils being involved in the planning of their own progress through the setting of individual targets in all subjects. Pupils with SEN make good progress towards the targets set for them in their IEPs.
29. Overall, the school provides a broad, balanced, relevant curriculum that is well suited to pupils' needs. All pupils have equal opportunities and full access to each area of the curriculum. The overall quality of learning experiences for children under five is good and succeeds in promoting the Desirable Outcomes in the six areas of learning.
30. Since the start of this school year, pupils have been involved with a local recycling project and as a result of their enthusiasm have already received a bronze award for their work. Through their work in geography, pupils gain a suitable understanding of global citizenship and sustainable development, but there is no school policy or strategy to ensure pupils' awareness and understanding of these aspects is raised further.
31. Pupils' personal development is enhanced through visits to local commerce and business in order to learn about the working world. The school does not, however, have a coherent planned strategy to develop pupils' awareness and understanding of the world of work or to develop entrepreneurial skills.
32. The pastoral care pupils receive from adults in lessons and on a day-to-day basis, in this extremely happy, friendly school is very good. All adults care for the pupils and clearly have their best interests at heart. Each pupil is valued and nurtured as an individual, with close account being taken of his or her needs. Where and when required, the school works effectively with other specialist agencies in order to support pupils. Pupils confirm that they feel safe and well supported by all adults who work in the school.
33. However, there are shortcomings in important areas in relation to the school's procedures for the protection of pupils. Whilst a Child Protection Policy is in place it requires updating to take account of the current Welsh Assembly Government Circulars and requirements. No member of staff has received suitable child protection training. There are no arrangements in place to support any looked after children should they enter the school.
34. A full risk assessment of the school site was carried out about two years ago, but areas for action have not been fully addressed. Risk assessments have been undertaken for some school visits but not all and no fire drill has been undertaken in the last year.
35. No important shortcomings were identified in the school's processes for the diagnosis of additional learning needs and support for individuals, regardless

of their background, or in the measures taken to eliminate oppressive behaviour.

36. Views of parents have not been sought regularly, but they expressed appreciation at the more 'open door' approach that has been adopted by the school this academic year.

### **Leadership and management**

37. The school has been under the caring leadership of the deputy head since September, who has been pro-active in his role and initiated several relevant changes. He has, together with the LEA and governors, identified areas for improvement but, with recent changes in the governing body and a short time-scale, they have not been put into a formalised development plan.
38. The staff and the recently formed governing body have been involved in drawing up the self-evaluation document in preparation for the inspection. It identified strengths and areas for improvement, but did not look critically enough at some statutory requirements, or the impact various aspects have upon standards. The views of other interested parties, such as pupils and parents, were not taken sufficiently into account. In four of the seven key questions, the judgements of the inspection team differed from those of the school and awarded lower grades.
39. The new governing body is supportive of the school and has been pro-active in developing its understanding of the provision and standards achieved within the school by holding meetings with curriculum leaders and attending relevant governor training.
40. Due to the lack of some required documentation, the work of the governing body does not currently meet statutory requirements. However, it is aware of what needs to be done and is working hard with the LEA to put right many of the shortcomings it has inherited.
41. Good progress has been made overall in addressing the issues identified at the last inspection. The steps taken have had a positive impact on teaching, learning and standards. Where attainment in subjects was satisfactory at the last inspection, those inspected now have all been judged to be grade 2. Satisfactory progress has been made overall in addressing the development of leadership roles.
42. The school effectively promotes equality of opportunity for all its pupils, regardless of their background. It is very successful in creating an ethos where learning is fostered and pupils flourish.
43. The overall provision for staffing, accommodation and learning resources is good and has a beneficial impact upon standards of achievement. The school is appropriately staffed and teachers are well qualified and very experienced. Classroom support staff are well deployed and provide good quality

assistance, especially for pupils with SEN. Resources for learning are good and used effectively. Recent spending on resources has been matched closely to the school's priorities identified in the school development plan.

44. The exterior condition of the buildings is generally satisfactory, but there are areas that require immediate attention, including blocked drains and the broken surface of parts of the schoolyard.
45. Working with the LEA, the school has very recently set up procedures to improve punctuality, which have led to some improvement. However, at the beginning and the end of the school day, there is traffic congestion on the narrow lane outside the school and some parents prefer to arrive a little late in the mornings to avoid this potential hazard. Pupils arriving late interrupt the start of lessons.
46. Financial management is good and the processes for costing the school's objectives and achieving best value are well established. As a result of these factors, the quality of education and the good progress in pupils' standards of attainment and achievement, the school achieves good value for money.

## Recommendations

In order to build on the good standards achieved by the pupils and to improve aspects of provision, the school needs to:

- R1 Raise standards further by addressing identified shortcomings.
- R2 Review all policy documents to ensure they reflect current practice and meet statutory requirements.
- R3 Develop a self-evaluation process that involves all interested parties and leads to school improvement.
- R4 Develop the role of the governing body.

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

**Standards**

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

**Grade 2: Good features and no important shortcomings**

- 47. The inspection team agrees with the school's evaluation.
- 48. Children start school with the full range of ability. Measurable baseline assessments are not undertaken until children are in the reception class and may have spent up to eighteen months in the nursery. Results show that many children achieve above average attainment in the baseline assessment.
- 49. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- 50. Pupils across the school, regardless of background or specific needs, make good progress in their acquisition of knowledge, skills and understanding and achieve good standards and set goals relative to their age and ability.
- 51. During lessons observed, pupils' achievements in the six subjects being inspected were:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
18%	70%	12%	-	-

- 52. Pupils' standards of achievement are good, being well above the Welsh Assembly Government's all-Wales targets for 2007 for at least 65 per cent of lessons to be grade 1 or grade 2.
- 53. Children under-five make good progress in the development of key skills. They listen carefully to adults and other children and are enthusiastic in their responses, delighting at using new and interesting vocabulary. They enjoy listening to stories and looking at books, and are able to identify a good number of familiar words. Their writing is developing well. Children's knowledge of number is accurately and frequently used in several activities; they count correctly and use mathematical vocabulary with good understanding. They make good use of ICT skills to support their learning; for example, they use the listening centre to identify sounds and a variety of computer programs to practise and reinforce their learning. Their bilingual skills are good. Children are developing a good knowledge of Welsh vocabulary, which they take pleasure in using.
- 54. At key stage 1 and key stage 2, pupils make good progress and achieve good standards in the key skills of listening, speaking, reading, writing, numeracy and ICT. They listen carefully to adults and their peers, answer questions appropriately and follow instructions well. Older pupils ask perceptive questions of each other and of their teacher. Pupils achieve good standards

in their reading and use this skill confidently across the curriculum. Their writing is mainly neat and, as they progress through the school, they write with increasing length and correct punctuation. Number and mathematical skills are used effectively across a range of subjects and ICT makes a significant contribution towards the attractive presentation of information through script, pictures and data handling.

55. Pupils' competence in using bilingual skills is developing well and they achieve good standards. Across both key stages, pupils take part in Welsh conversations with confidence and enthusiasm.
56. The school has been successful in its analysis of pupil assessments and the setting of targets for end of key stage achievements. It has made a good start to pupils being involved in the planning of their own progress. Recent developments have led to pupils setting their own targets for improvement in all subjects, but a good number do not understand how they can improve their learning or know how they learn best. Pupils with SEN make good progress towards the targets set for them in their IEPs.
57. At the end of key stage 1 in 2004, according to teacher assessment, 100 per cent of pupils attained level 2 or above in the core subjects of English, mathematics and science. The percentage achieving the higher level 3 was in line with the all-Wales average for English, above the average in mathematics and considerably above the average in science. With the exception of 2003, the 100 per cent level 2 or above has been sustained since 2000.
58. At the end of key stage 2 in 2004, 100 per cent of pupils attained the expected level 4 or above as determined by the test results in the core subjects of English, mathematics and science. The percentage achieving the higher level 5 was below the all-Wales average in English, slightly above in mathematics and substantially above the average in science. These results show an improvement over the figures of the previous years. The results of each year have to be considered with caution as the small numbers of pupils in each cohort can create large percentage fluctuations and create false trends.
59. In relation to schools with a similar percentage of pupils entitled to free school meals in Wales, performance in both key stages was in the top 25 per cent of schools.
60. During this academic year, all pupils in key stages 1 and 2 have negotiated their own targets, which highlight areas for improvement in all subjects. Pupils are now involved in writing and reviewing their own personal targets, and are becoming more aware of what they need to do to improve their learning.
61. Analyses of assessment results have shown girls to outperform boys in the past, especially in English. The school has taken positive steps towards addressing this situation and there are now no significant differences in the rates of progress of girls and boys.

62. End of key stage goals are set appropriately and last year the targets were met.
63. Pupils relate well with each other and their teachers and are welcoming and courteous to visitors. Lessons run smoothly and good progress is made as pupils' behaviour and attitudes to learning are good with outstanding features. This is a strength of the school.
64. Pupils' behaviour throughout the school is good with outstanding features. All adults who work in the school have very high expectations of how pupils should behave and are very good role models; all pupils are extremely clear about what is expected of them. An ethos of consideration and care for others permeates the life of the school and has a very beneficial effect upon learning and progress. Pupils are able to get on with their work independently and this has a positive effect on the standards they achieve.
65. In discussion, pupils indicate that bullying is extremely rare and that teachers will quickly deal with any concerns brought to their attention. The school's arrangements to eliminate oppressive behaviour, bullying, harassment and racism are effective but informal; they are not underpinned by up to date policies to ensure consistent practice.
66. Pupils play extremely well together, with older pupils 'looking out' for those younger than themselves, especially at break and lunchtime; there is no evidence of bullying or harassment.
67. Attendance rates are above the LEA average but below the Wales average. There is only minimal unauthorised absence recorded. Most pupils are absent because they are unwell. However, a significant minority of families takes holiday during term time, often in excess of ten days and on occasions amounting to more than twenty days. Punctuality at the start of the day has very recently improved, but there are still shortcomings. A small minority of pupils is still regularly late each morning. The school takes suitable account of the National Assembly for Wales circular 3/99.
68. Pupils are developing a good understanding of their place within the community through the good range of educational visits and extra-curricular activities they take part in. However, their understanding of the world of work is less well developed because they have few opportunities to gain an insight into this area.
69. Pupils have a sound understanding of what constitutes racial discrimination, but their understanding of diversity is less well developed. In discussion, it is clear that pupils value the contribution that others make from whatever background they may be from. The school is good at raising pupils' understanding of diversity in Welsh culture. However, the promotion of pupils' understanding and value of living in multi-ethnic Britain is not covered as well. There is no policy in place to promote awareness of diversity.

70. There are no pupils with physical disabilities currently attending the school. However the governing body, in conjunction with the LEA, is yet to draw up a suitable accessibility plan.
71. Across the school, pupils have positive attitudes to their learning and play a full part in their lessons. In class they settle down quickly and show interest and enthusiasm in their tasks; they work hard and most concentrate well. They display an eagerness to learn and persist with their assignments in a friendly and collaborative manner.
72. Pupils develop their personal and social skills very well. This is an outstanding feature of the life and work of the school. Pupils have a good awareness of moral values such as fairness and, almost without exception, display this aspect towards each other during the day. Pupils work and play harmoniously together and develop good social skills.
73. Understanding of equal opportunities is developing well. Pupils have a growing respect for the diversity of beliefs, attitudes and cultural values within society. Visits to centres of worship and to places of interest in the locality help to broaden pupils' understanding of their own community.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

74. The inspection team agrees with the school's evaluation.
75. Twenty-three lessons or part lessons were observed during the inspection and the grades given for teaching were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	52%	9%	-	-

76. At the last inspection, the quality of teaching was good or better in 90 per cent of lessons, with 7 per cent being very good. This inspection shows a large rise in the teaching judged to be good with outstanding features. The proportion of lessons with grade 1 and grade 2 teaching exceeds the average for Wales.
77. Across the school, teaching is almost always at least good and frequently has outstanding features. Lessons are well structured and planning is good and has clear learning objectives, but these are not always made explicit to the pupils.
78. Teachers employ a good range of techniques that are used effectively to engage pupils and promote their learning. Lively exposition and good quality, skilled, suitably focused questioning motivate and challenge learners. In the two lessons judged to have good features that outweighed shortcomings, the tasks undertaken by pupils were not suitably matched to all levels of ability.
79. There are frequent occasions when pupils are required to work collaboratively, but opportunities for them to make decisions in their learning are less frequent. When given, homework is used appropriately to support pupils' learning, but there is no system in place to ensure parents know what their children need to do and the time-scale given for the completion of work.
80. Relationships are very good throughout the school and teachers have very high expectations of pupils' behaviour and learning. The calm, supportive atmosphere makes a substantial contribution to the positive working ethos and good quality of life throughout the school.
81. Staff provide good support for those who find new learning difficult and enable them to achieve well. They are usually successful in the adaptation of lessons to cater for the needs of pupils with SEN.
82. In all aspects of its life, the school is very successful in the promotion of equality of opportunity and effectively addresses the issues of race and

- disability. It is less successful in addressing gender issues in that there are occasional stereotypical gender-related references made.
83. The school fulfils the requirements of the desirable outcomes for learning for children under five, the national curriculum programmes of study and the locally agreed syllabus for religious education.
  84. Teachers are well qualified and have good knowledge and understanding of the subjects and how children learn. Other staff members are well-informed and play a valuable role in supporting pupils in their learning. Teachers are effective in meeting the requirements of Y Cwricwlwm Cymreig.
  85. All teachers are successful in the promotion of bilingualism. Across the school, they make good use of incidental Welsh in lessons and other activities.
  86. The quality of assessment is good and enables the school to identify pupils' strengths and weaknesses and the areas to develop. Core and foundation subjects are assessed accurately and thoroughly, thereby ensuring a clear picture of each child as they progress through the school. There are effective systems to analyse the data available from standardised tests and teacher assessments and there is a good tracking system in operation. Statutory requirements for the assessment of the National Curriculum are met.
  87. There are good assessment and recording procedures in place for pupils with SEN and challenging tasks are set in their IEPs.
  88. Pupils' work is regularly and conscientiously marked and teachers make good use of praise and encouragement in their comments. Appropriate guidance is given on ways of raising standards and making further improvements.
  89. The school has been successful in its analysis of pupil assessments and the setting of targets for end of key stage achievements. A good start has recently been made to pupils being involved in the planning of their own progress through the setting of individual targets in all subjects. Pupils with SEN make good progress towards the targets set for them in their IEPs.
  90. Annual reports to parents comply with statutory requirements and provide information on pupils' progress and standards of achievement. Targets are occasionally noted in the reports, but there is a lack of consistency in this practice. Useful guidance is sometimes given on ways in which parents can help their children to make further progress. In the main, however, this practice is at an early stage of development. Teachers are available to discuss pupils' work with parents each Tuesday after school, but a good number of parents expressed a wish for more formal arrangements to discuss their children's achievements and progress.

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

**Grade 2: Good features and no important shortcomings**

91. The findings of the inspection team do not match the judgement of grade 1 in the school's self-evaluation report. Although some policies are generally known to all and present in practice, some aspects are not written to ensure whole-school compliance should staff change.
92. Overall, the school provides a broad, balanced, relevant curriculum that is well suited to pupils' needs. All pupils have equal opportunities and full access to each area of the curriculum. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
93. Curriculum planning is of good quality, but there are some minor shortcomings in the two-year cyclical plans. On occasions, these plans do not provide sufficient guidance to ensure that there is clear progression and continuity in pupils' knowledge, understanding and skills in the mixed-age classes.
94. Although basic and key skills are used effectively and to a good standard across the curriculum, they are not integrated in sufficient detail into plans and there is no whole-school overview to ensure provision across subjects and classes. The school is aware of this shortcoming and is in the process of developing this aspect of its provision.
95. Despite there being no formal education programme, the provision for pupils' personal development, including their spiritual, moral, social and cultural development, is good with outstanding features. The daily acts of collective worship make significant contributions to pupils' spiritual development. Pupils' moral development is also of outstanding quality. Pupils know the differences between right and wrong, they help others less fortunate than themselves and they regularly raise money for charities. Pupils' social skills are very well promoted through the School Council and other initiatives.
96. Y Cwricwlwm Cymreig features prominently in a number of subjects, especially history, geography, art, and music, but is insufficiently addressed in religious education. The culture of Wales is promoted well through folk dancing, choral music, Cymanfaoedd Ganu and visits to many places of interest in the local community and further afield. The school is very effective in the promotion of bilingual skills for all age groups through the use of incidental Welsh and subject teaching.
97. Extra-curricular activities contribute well to the curricular provision. A range of activities is held during the lunch break and occasionally after school and pupils have good opportunities and experiences when engaging with other schools in team sports. Older pupils benefit from occasional residential experiences. Visits to the community and beyond enrich curricular provision

and visitors, representing local and national initiatives, further promote the good curricular provision.

98. All adults ensure that pupils have equal opportunity to access the curriculum offered and to take part in all areas of school life whatever their ability or background.
99. There are a few opportunities for pupils to take part in visits to local commerce and business in order to learn about the working world. Pupils' personal development is enhanced as a result of these experiences. However, the school does not have a coherent planned strategy to develop pupils' awareness and understanding of the world of work in a wide and systematic way. Industrial placements do not currently form part of the school's professional development strategy for teachers.
100. Since the start of this school year, pupils have taken part in a local initiative to recycle paper and old ink cartridges. Although this is a very new project, pupils have taken this very seriously and as a result have already received a bronze award for their work. Through their work in geography, pupils gain a suitable understanding of global citizenship and sustainable development. However, opportunities within other subjects, including personal and social education, to raise pupils' awareness of sustainable development and global citizenship are not consistently planned. There is no school policy or strategy to raise pupils' awareness and understanding of this aspect.
101. A school council has been established very recently, but it is still in its infancy and has yet to influence the work of the school. The school does not have a coherent, well-planned programme that takes into account the personal and social education framework; as a result, there are very limited opportunities for pupils to develop entrepreneurial skills and those to support economic development.
102. The school successfully promotes pupils' lifelong learning skills. Pupils of all ages often take responsibility for researching the projects they are studying. When it is set, they complete their homework tasks. Pupils take pride in undertaking small responsibilities and duties for their teachers, although these are not consistently planned for. Older pupils have suitable opportunities to develop their problem solving skills through, for example, the projects they undertake at the local secondary school. Transition arrangements at the end of year 6 are very good and pupils are very well prepared for their transfer to their next stage of education.

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

<b>Grade 4: Some good features, but shortcomings in important areas</b>
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103. The findings of the inspection team do not match the judgement of grade 1 in the school's self-evaluation report. The shortcomings in important areas are related to the lack of policies and procedures, some of which are statutory,

and not to the day-to-day care, guidance and support the school gives to its pupils. Pupils are not at risk, but procedures are not in place to ensure this situation is sustained. In the school profile, recently drawn up with the LEA, the school has identified the need to review and develop its policies in line with requirements.

104. The pastoral care pupils receive from adults in lessons and on a day-to-day basis, in this extremely happy, friendly school is very good. All adults care for the pupils and each is valued and nurtured as an individual and close account is taken of his or her needs. In discussion, pupils confirm this and state they feel safe and well supported by all adults who work in the school.
105. When required, the acting head teacher is quick to seek additional help and guidance from external agencies in order to support pupils' needs. At this point, parents and carers are fully involved in discussions about the care of their children. However, because there are no formal opportunities, for instance, to discuss their children's progress each term, or discuss the targets that their children have been set, parents are not as closely involved in the care and support of their children as they could be. These findings support the concern expressed by many parents prior to the start of the inspection. The views of parents are not regularly sought in a wider basis. Nevertheless, since the start of this new school year a far more 'open door' approach has been adopted and parents are now encouraged to come into school to discuss any concerns or issues they may have; parents appreciate this.
106. Induction arrangements have good features that outweigh shortcomings. Children starting in the nursery are able to become familiar with the school because they make pre-visits with their parents. However, arrangements are too informal. For example, there is no welcome booklet that gives practical information and there is no formal opportunity for parents to check that their children have settled and are making progress. Transition arrangements between classes as pupils move through the school are effective but informal. This is because the school is so small everyone knows each other.
107. Overall, the personal support and guidance provided for pupils has good features that outweigh shortcomings. All adults who work in the school know the pupils very well and pupils indicate that they trust them. Visits from specialist speakers such as the fire service and the police raise pupils' awareness of safety and substance mis-use. The school takes part in Dragon Sport initiatives as well as a range of sporting activities; this helps to promote healthy lifestyles, but the school does not have a formal plan to promote healthy eating. There is no formal sex education for the older pupils, for instance through a talk given by the school nurse. Aspects of sex education and some health related topics are covered only in the science curriculum. The personal and social health programme is not well developed and does not underpin the work of the school. The school has identified this as an area for development in the current school development plan.
108. A recent development is that pupils' performance is now much more cohesively tracked so that teachers can more easily identify when pupils are

experiencing difficulties. Pupils are now involved in writing and reviewing their own personal targets, this means they are becoming more aware of what they need to do to improve their learning.

109. School policies in relation to monitoring or encouraging good behaviour, attendance and punctuality do not take full regard of recent requirements. Pupils behave very well because teachers set high expectations, but there is no whole school approach to this aspect, there are no formal systems in place to monitor pupils' behaviour should this be required.
110. The school monitors attendance and punctuality carefully. It has, with the backing of the governing body, very recently implemented a LEA instigated action plan to look at ways of improving attendance and punctuality using the support of the Education Welfare Officer.
111. Although school records indicate that there are some systems in place to ensure pupils' health and safety, there are shortcomings in important areas. All staff have received suitable first aid training. When pupils hurt themselves at school they are very carefully looked after. However, there are no clear procedures in place to ensure that parents are informed if their child has, for instance, bumped their head; this was a concern raised by parents before the inspection. Minor accidents are not recorded.
112. Fire and electrical equipment are regularly tested. Risk assessments have been undertaken for some school visits but not all. A full risk assessment of the school site was carried out about two years ago, but areas for action have not been fully addressed. No fire drill has been undertaken in the last year.
113. The governing body is not sufficiently involved in ensuring the welfare, health and safety of adults and pupils. A number of health and safety concerns were brought to the attention of the acting head teacher during the inspection. These include the fact that pupils are not always in full view of adults on duty at break and lunchtime; this too was a concern raised by parents.
114. All adults know the pupils very well and clearly have their best interests at heart. Where and when required, they work effectively with other specialist agencies in order to support pupils. However, there are shortcomings in important areas in relation to the school's procedures for the protection of pupils. Whilst a Child Protection Policy is in place it requires updating to take account of the current Welsh Assembly Government Circulars and requirements. No member of staff has received suitable child protection training. There are no arrangements in place to support any looked after children should they enter the school.
115. Pupils with additional learning needs are catered for effectively. Appropriate systems are in place for the early diagnosis of SEN and early intervention where needed. Provision for SEN is good and meets the requirements of the Code of Practice. IEPs are regularly monitored and reviewed and they are of good quality. Teachers and support staff work closely together to ensure continuity of support. The school has invested substantially in this area to

ensure that pupils with SEN are given every possible guidance and support. The SEN co-ordinator has good knowledge and a clear understanding of the requirements of pupils with SEN.

116. The school is an inclusive community. Fairness, tolerance and equality are clearly but informally promoted and because of this pupils get on well with their classmates and have secure and stable relationships with teachers and other adults who work with them. Pupils have equal opportunity to take part in all activities. The school has a basic equality opportunity policy, and the LEA's Race Equality Policy is available for staff. However, there are no arrangements to monitor this area of the school's provision, for instance through the required action plan.
117. In discussion, pupils indicate that bullying is rare and that teachers will quickly deal with any concerns brought to their attention. The school's arrangements to eliminate oppressive behaviour, bullying, harassment and racism are informal and not underpinned by up to date policies to ensure consistent practice. The school successfully promotes good race relations and pupils have a sound understanding of what constitutes racial discrimination, but their understanding of diversity is less well developed. In discussion, it is clear that pupils value the contribution that others make from whatever background they may be from.
118. The school is good at raising pupils' understanding of diversity in Welsh culture. However, the promotion of pupils' understanding and value of living in multi-ethnic Britain is not covered as well. There is no policy in place to promote diversity.
119. There are no pupils with physical disabilities currently attending the school. However, the governing body is yet to draw up, in conjunction with the LEA, a suitable accessibility plan as outlined in the National Assembly guidance.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

120. The inspection team's findings differ to those of the school's self-evaluation, which judged it as grade 2. The lower grade is attributed to the lack of the implementation of statutory procedures and policies.
121. The current interim leadership has been effective in providing appropriate direction for the past two terms. Recent discussions between the acting head and staff have been analytical of the school and its provision and have identified areas to be developed over one and three year timescales, but they have not been prioritised and put into a school development plan.
122. The school is a happy, caring community that provides very good support for its pupils. It has clear aims and objectives based on shared values that are reflected in most aspects of the school's work. An environment of support and mutual understanding exists among staff who work together as an effective team, which is committed to providing the best learning experiences for the pupils.
123. There are agreed policies and practices regarding equality of opportunity for all, but written policies related to equal opportunities, multicultural awareness and diversity need to be reviewed or written in light of current practice.
124. The school takes reasonable account of local partnerships. It has worked with the comprehensive school and cluster schools, but national priorities, such as the Healthy Schools Initiative and understanding of global citizenship, are underdeveloped.
125. Subject responsibilities are appropriately allocated and a good start has been made to the formal monitoring of each subject, including the observation of lessons, during the last two terms. This has helped co-ordinators to have a clearer picture of teaching and learning, but it is at too early a stage for their observations to have led to improvements being made.
126. The action plan following the last inspection of the school is a detailed response to the key issues identified. As a result, good progress has been made overall in addressing the issues and the steps taken have had a positive impact on teaching, learning and standards. Satisfactory progress has been made overall in addressing the development of leadership roles.
127. The school's performance management programme is having a positive impact on the school. It has made a good contribution towards identifying staff needs and improving teaching and pupils' achievements through, for example, improvement of assessment procedures and training in the use of the interactive whiteboards.

128. In the autumn term, there were a number of changes to the governing body due to the resignation of the chair and election and co-option of members. The newly formed governing body is enthusiastic and looking forward to taking a major role in the life of the school when the new head teacher takes up his post. Since their election, members have put considerable effort into improving communication between interested parties. Appropriately, all governors are now involved in discussions and communication with staff and parents is broader and stronger. New members have already undertaken training and there are plans for their further development.
129. The present governing body is kept fully informed about the school. Governors care very much for the school and all within it, and are keen to further improve provision and standards. Members have been pro-active in working with the acting head and attending training in order to develop an understanding of their responsibilities. Governors have made a good start in overseeing provision and standards by holding meetings with curriculum and assessment leaders.
130. Due to the lack of some required documentation, the governing body does not currently meet all of its statutory obligations. However, it is aware of what needs to be done and is working hard with the LEA to put right many of the shortcomings it has inherited.
131. The governing body has been supportive of the school and involved in setting its priorities and reviewing standards in all subjects, but has failed to address issues imposed upon them by legislation, for instance, the Children Act 1999. In this respect, the governing body has failed in its statutory duty to ensure all regulatory and legal requirements are met.

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

<b>Grade 4:</b> Some good features, but shortcomings in important areas
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132. The inspection team's findings differ to those of the school's self-evaluation, which judged it as grade 2. The lower grade is attributed to the lack of a formal, comprehensive and systematic self-evaluation process that involves all interested parties, and the lack of a prioritised school development plan.
133. The school development plan is a time-limited programme that expires in April 2005. Current priorities are appropriately addressed, but there is room to strengthen the school's planning by ensuring a rolling programme of development. Self-evaluation is insufficiently embedded in strategic planning. The school outlines what has been achieved, but is less effective at critically evaluating the effect of changes made. Priorities identified for improvement are suitably supported through the adequate allocation of resources.
134. There is no formal strategy in place for the gathering of information that would feed into a strategic school development plan. The school has recognised the

need to further develop a self-evaluation model but, due to the recent changes in management and governing body, there has been insufficient time for this to have been accomplished.

135. The acting head fully involved the staff and governing body in preparing the self-evaluation document for this inspection. It was drawn up under the headings of the seven key questions and identified some strengths and areas for improvement. It did not look critically enough at what should be in place, for example, legal requirements, or the impact various aspects have upon standards. The views of other interested parties, such as pupils and parents, were not sufficiently taken into account.
136. Self-evaluation lacks sufficient rigour. In four of the seven key questions, the inspection evidence indicates a lower grade.
137. In conjunction with the LEA and chair of governors, the head teacher has identified areas for improvement over a one-year and three-year period in the school profile, but formal targets for improvement have not been set or planned for.
138. The development of the role of subject leaders in monitoring standards across the school has made good progress this academic year. Teachers have started to draw on first-hand evidence of the quality of teaching and evaluation of standards pupils achieve, but there has been insufficient time for the findings of the co-ordinators to be prioritised and fed into a self-evaluation plan.
139. The school has made an appropriate start to the evaluation of its provision and standards of pupils' achievement. For example, as a result of its analysis of assessment results, the school successfully addressed the issue of boys' underachievement through the purchase of extra resources to support their learning.
140. The school sets targets for level 4 plus attainment in the core subjects at the end of key stage 2 for a period of three years according to LEA requirements. It does not, however, set targets for the improvement of level 5 attainment or for improvement in standards at the end of key stage 1.
141. Action taken following the last inspection has resulted in improved standards in subjects that were judged to be satisfactory.

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

<b>Grade 2:</b> Good features and no important shortcomings
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142. The inspection team's findings match the judgement made by the school in its self-evaluation report.

143. The school is appropriately staffed and teachers are well qualified and very experienced. All have undertaken relevant in-service training and are well informed about recent developments in core subjects and in areas such as information technology, Welsh and music. Classroom support staff are well deployed and provide good quality assistance, especially for pupils with SEN.
144. The school is generally kept clean and tidy, and the school and grounds are free from litter and vandalism. Day-to-day administrative routines operate effectively and efficiently.
145. Resources for the various subjects are good and recent spending has been matched closely to the school's recent priorities. Resource allocation is regularly reviewed. Investment in resources for mathematics, Welsh and music has had a positive effect on standards and the recent acquisition of the interactive whiteboard is already enriching pupils' learning experiences.
146. Staff make every effort to enhance the internal areas of the school through attractive, colourful and stimulating displays of pupils' work. Many of these are of outstanding quality. However, there is no library area in the school, and great care has to be taken in the school hall when carrying out gymnastics, sports or dance lessons because of the stored lunchtime furniture, a slippery floor during wet weather, and some uncovered, projecting wall corners.
147. The exterior condition of the buildings is generally satisfactory, but there are areas for immediate attention. It is not possible to close one of the external gates at the front of the school, the yard surface is uneven and there are some exposed parts that are in need of attention. A few of the drains are blocked and there is often flooding and surface water during wet playtimes and the area behind the reception class is in need of some attention. There is no disabled access to the demountable classrooms.
148. At the beginning and the end of the school day, there is traffic congestion on the narrow lane outside the school and some parents prefer to arrive a little late in order to avoid this potential hazard, which interrupts the start of lessons.
149. Financial management is good and the processes for costing the school's objectives and achieving best value are well established. As a result of these factors, the quality of education and the good progress in pupils' standards of attainment and achievement, the school achieves good value for money.

## Standards achieved in subjects and areas of learning

### Subject 1: MATHEMATICS

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

**Key Stage 2** – Grade 2: Good features and no important shortcomings

#### Good and outstanding features

150. Pupils throughout the school use mathematical terms correctly when explaining their work. From an early age they show enthusiasm for mathematics when they are actively involved in demonstrating their knowledge of number work. Their enjoyment of mathematics has a positive impact on standards in both key stages.
151. In key stage 1, pupils show good mental recall of number facts, are able to put numbers into sequence accurately and make sensible estimations of groups of objects.
152. In key stage 2, pupils continue to develop their number skills with accuracy and speed. Pupils can identify two-dimensional shapes with up to eight sides, apply their knowledge of right angles when creating shapes with different properties and draw shapes accurately.
153. Older pupils use division to work out fractions of quantities correctly. By the end of the key stage, many are able to apply their knowledge of place value confidently in calculations involving whole numbers and fractions.
154. Older pupils respond well to mental warm-up sessions in number using a range of strategies. They know their table facts well and are able to apply these in different situations.
155. A particularly good feature in key stage 2 is the confident way pupils answer questions and offer different mathematical solutions to everyday problems.

#### Shortcomings

156. In key stage 2, some of the older pupils are not confident in the use of percentages.

<b>Subject 2: SCIENCE</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 2: Good features and no important shortcomings

**Good and outstanding features**

157. Across both key stages, pupils make good progress in their skills, knowledge and understanding of science. Very good attitudes towards science are being cultivated. Across the school, pupils are curious and eager to investigate and carry out activities. They work co-operatively and discuss their observations sensibly and express their awe at what they have discovered, for example, when looking at fabric threads under a microscope.
158. By the end of key stage 1, pupils show a very good understanding of the concept of fair testing. They make predictions, a few with logical reasons, and enthusiastically carry out investigations with help. They include correct scientific vocabulary when presenting their findings in a variety of suitable ways, such as drawings, writing and tables, and sometimes using ICT.
159. By the end of key stage 2, a large number of pupils are working to a high standard. They plan investigations and identify key factors, showing a clear understanding of fair testing. They make predictions with reasons and systematically record their findings, using a good variety of methods to record their observations, including graphs. Pupils' presentation of their work is generally undertaken with care, with many pupils producing neat writing and carefully drawn tables, diagrams and graphs.
160. When learning about life processes and living things, pupils in key stage 1 describe conditions and requirements necessary for survival. They recognise that a variety of plants and animals are found in different habitats.
161. Pupils in key stage 2 show good knowledge about bacteria and viruses and explain how they can affect the body. They show a good understanding of the use of keys to identify plants and animals and use correct scientific vocabulary to explain food chains.
162. In their study of materials and their properties, pupils in key stage 1 describe ways of grouping materials according to their properties and predict what changes may occur when heating and cooling familiar substances. They are starting to make general statements from their observations, such as 'magnets attract metals, but not all metals'.
163. In key stage 2, younger pupils talk confidently about the properties of solids and liquids and explain clearly how to separate mixtures. They have a good understanding of reversible and non-reversible changes in materials, which is used at the end of the key stage to predict what might happen when a variety of materials are burned.

164. Pupils' understanding of physical forces is developing well. At key stage 1, they describe different ways to move objects and are beginning to understand, for example, how factors may affect the speed and distance that a toy car may travel. Higher attaining pupils draw conclusions, such as 'the higher the ramp, the further the car travels'.
165. In key stage 2, younger pupils show a good understanding of physical forces. They know about the effects of different surfaces when pulling bags across them, and talk about magnetic attraction and repulsion with good understanding. Older pupils identify a good range of different types of forces, such as gravity, upthrust and resistance, and apply this knowledge to recognise, for example, ways parachutes fall more quickly or slowly.

### **Shortcomings**

166. In general, pupils do not try to explain their findings sufficiently.

<b>Subject 3: WELSH SECOND LANGUAGE</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 2: Good features and no important shortcomings

### **Good and outstanding features**

167. In both key stages, pupils enjoy everyday, conversational Welsh and older pupils are often eager to extend their conversational sessions.
168. In key stage 1, pupils' familiarity with spoken Welsh is developing well. They understand a range of everyday vocabulary and sentence patterns. Pupils of all abilities respond well to simple commands and greetings.
169. In key stage 1, pupils listen well and offer appropriate responses to questions. They are confident when making comments and in asking questions.
170. The writing skills of key stage 1 pupils are developing well. Pupils arrange sentences in the correct way and show an awareness of punctuation. Pupils form letters correctly and the majority display neat handwriting.
171. Pupils in key stage 2 speak with good diction and inflection. In formal situations they speak clearly, confidently and with expression. They are developing a good recall of vocabulary that they use correctly.
172. In key stage 2, pupils make good progress in writing. They write for a range of purposes, including letters and factual pieces. Their independent writing shows good progress in using a range of sentence patterns. Pupils' handwriting is developing well.

## Shortcomings

173. Pupils' higher reading skills are insufficiently developed.

<b>Subject 4: ART</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 2: Good features and no important shortcomings

## Good and outstanding features

174. Pupils are confident in their approach to art. This is promoted further by the prominence and care their work receives in displays. Pupils across key stage 1 and key stage 2 respond very favourably to a visit to a local art gallery.
175. Pupils in key stage 1 respond confidently when asked about the work of famous artists, such as Constable, Van Gogh and Degas and some can explain how the different styles are achieved. Most pupils use taught techniques confidently, such as applying washes and mixing colours off and on the paper to replicate the sea in their seascapes.
176. They explore texture, shape and pattern to weave with a variety of attractive, colourful ribbons and wools and are very proud of a large picture the class produced with a visitor who showed them how to make felt.
177. When discussing examples of pictures, pupils demonstrate from their answers that they have looked carefully at familiar paintings and speak clearly about the colours and how different effects may have been achieved.
178. Pupils in lower key stage 2 generate outstanding examples of artwork linked to their theme of the Egyptians. They use a good variety of attractive materials and different techniques to produce prints of various types. Pupils produced stunning roller printed pictures when they worked with a local artist.
179. When discussing paintings seen in the art gallery, pupils use a good range of vocabulary that evokes the spirit and mood of the paintings. They can tell the differences between different media and appreciate that the same local views can be represented in different styles. They indicate clearly their likes and dislikes of the work of different local artists including the modern artwork of Annabel Dann.
180. Older pupils are inspired by the works of artists Josef Herman and Vincent Van Gogh. They use charcoal to produce good quality, atmospheric charcoal pictures related to Welsh mining, and water colour to produce colourful pictures of their own bedrooms in a style similar to that of Van Gogh.
181. A visiting ceramicist has helped older pupils in key stage 2 to make attractive, good quality piggy banks. They explain the process clearly and are rightfully proud of their achievements.

## Shortcomings

182. There are no discernible shortcomings.

<b>Subject 5: MUSIC</b>
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**Key Stage 1** – Grade 1: Good with outstanding features

**Key Stage 2** – Grade 1: Good with outstanding features

### Good and outstanding features

183. Pupils in both key stages enjoy music. The standard of singing is of outstanding quality. Pupils sing tunefully, with very good diction and musical expression. They have a wide repertoire of songs. Pupils of all abilities in both key stages perform confidently and with good attention to breathing and posture.
184. In key stage 1, pupils have a very good idea of pitch, tempo and rhythm. They can make and control long and short sounds, using their voices and instruments, and they are developing a very good awareness of different kinds of sounds. They handle and use a range of instruments very confidently.
185. In key stage 2, pupils have a very good sense of rhythm, pitch and dynamics. They are developing a very good understanding of the value of notes and they use a range of instruments with skill.
186. Pupils in both key stages listen attentively to their own and other pupils' music. They work together productively, discussing how they can perform and improve their work in a very mature way.
187. In both key stages, pupils demonstrate good progress in the development of their compositional skills.
188. The school choir, consisting of over forty pupils from year 1 to year 6, sets very high standards for itself and performs in a stimulating and exhilarating manner. This is an outstanding feature of school life.
189. Many pupils play the violin and recorders to a high standard. They develop self-esteem and consummate skill when performing, both individually and as part of an orchestra, in whole-school assemblies and for community audiences.

## Shortcomings

190. There are no discernible shortcomings.

<b>Subject 6: RELIGIOUS EDUCATION</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 2: Good features and no important shortcomings

**Good and outstanding features**

191. Pupils make good progress in their understanding of religious facts, concepts and symbolism. They demonstrate a good knowledge of the beliefs and practices of Christianity and are developing an appropriate understanding of other faiths.
192. At key stage 1, pupils share and talk about their experiences and relationships. They identify people and possessions that are special to them and explain clearly why they feel that way. Through Christian stories, pupils learn about what it takes to be a good friend.
193. They show good knowledge of the Bible as a holy book and of various stories to be found in it, especially those associated with the major celebrations.
194. Pupils acquire relevant knowledge about religious belief and practice from a variety of appropriate sources, including a visit to a church, and later use appropriate vocabulary to recall complex details about the communion service and the significance of the wine and bread.
195. Pupils make a good start to learning about the beliefs of others through the consideration of some aspects of Hinduism. They identify simple differences between Hinduism and Christianity, such as the ways in which people pray.
196. At key stage 2, younger pupils respond to their religious knowledge through a variety of appropriate ways, such as using pictures, writing and answering searching questions. They have a very good recall and understanding of Christian stories, such as The Last Supper and make thoughtful and insightful comments. Pupils are encouraged to think carefully and to empathise when learning about the stories. They respond very well to this and produce thoughtful work that shows care, tolerance and empathy.
197. At the end of the key stage, pupils suggest appropriate scenarios for a variety of situations that they may encounter. They show depth in their thinking and give mature reasons for their ideas related to, for example, bullying and forgiveness.
198. In discussion, pupils show good knowledge about aspects of Islam they have studied, such as the Five Pillars of Wisdom. They make accurate comparisons between Christianity and the Islamic faith and show a developing understanding of the impact religious beliefs can have upon everyday life. They demonstrate strong, positive attitudes towards people with different beliefs and practices.

## **Shortcomings**

199. There are no discernible shortcomings.

## Appendix A

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

The inspections findings recognise that we have maintained high standards in mathematics, science and music since our last inspection and improved standards in subjects such as religious education, art and welsh. We are particularly pleased that pupils' standards of achievement and the quality of teaching in the school are well above the Assembly Government's all-Wales targets for 2007. In addition, the skill and dedication of teachers in providing for pupil's personal development, including their spiritual, moral, social and cultural development is duly acknowledged as an outstanding feature of the life and work of the school. Most importantly, the inspection report gives an accurate picture of the elements that make our school what it is. In particular, the report confirms that we are achieving our aim in making our school a happy, secure and caring place where the staff work as an effective team in an environment of support and mutual understanding.

An action plan will be put in place to address the recommendations in the report. Raising standards even further by addressing shortcomings are aspects we believe we can confidently achieve. Reviewing all policy documents to ensure they reflect current practice and meet statutory requirements will be a major priority for us. Child Protection training for staff and governors has already been organised. Pleasingly, inspectors identified many elements and procedures in the school that will help us address some shortcomings by sharing good practice more widely in order to develop a self-evaluation process that leads to school improvement that involves children, staff, governors and parents. We will ensure these elements are included in our school development plan to be implemented within an appropriate time scale.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix B

### Basic information about the school

Name of School	Llanmorlais Primary School
School type	Community
Age-range of pupils	3 – 11 years
Address of School	School Lane Llanmorlais North Gower Swansea
Post-code	SA4 3TL
Telephone number	01792 850201
Head teacher	(Acting head teacher) Mr B Thompson
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Ms A Lewis-Puddock
Registered inspector	Mrs C Llewellyn
Dates of inspection	14 – 16 March 2005

## Appendix C

### 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	8	16	13	15	15	11	10	10	98

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.2

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18 : 1
Pupil : adult (fte) ratio in nursery classes	7 : 1
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22.5
Teacher (fte) : class ratio	1.2 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	94.01	95.40	92.15	93.49
Summer 2004	95.59	96.09	94.44	95.23
Spring 2004	91.71	92.50	90.69	91.47

Percentage of pupils entitled to free school meals	7%
Number of pupils excluded during 12 months prior to inspection	0

<b>Appendix D</b>
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**National Curriculum Assessment Results  
End of Key Stage 1:**

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2					
			15					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	0	80	20	0
		National	0	4	14	63	20	0
En: reading	Teacher Assessment	School	0	0	7	73	20	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	0	0	80	20	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	0	80	20	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	0	0	67	33	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	0	53	47	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	79

- D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

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

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6				13	
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	0	62	39	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	0	0	77	23	0
		National	0	2	1	0	0	5	12	38	40	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	0	54	46	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	0	62	39	0
		National	0	2	0	0	0	4	18	42	33	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	31	69	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	4	0	0	0	0	0	39	62	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	100	In the school	100
In Wales	71	In Wales	70

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

## Appendix E

### Evidence base of the inspection

- A team of three inspectors were present at the school for six inspector days.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Twenty-one questionnaires were completed by parents and analysed.
- Discussions were held with the head and staff.
- Twenty-five lessons or part lessons were observed.
- School documentation and samples of pupils' work from across the ability range in each year group were examined.
- Inspectors listened to a sample of pupils reading.
- Discussions were held with pupils about their work and life in school.
- Pupils' behaviour was observed during break periods, at lunchtimes and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the staff and the governing body.

## Appendix F

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs C Llewellyn Registered Inspector	Context Summary and Recommendations Key Questions 1, 2, 5 and 6 Science, Art, Religious Education
Dr D Evans Team Inspector	Key Questions 3 and 7 and contributions to Key Questions 1 and 2 Mathematics, Welsh second language, Music
Mrs D Shields Lay Inspector	Key Question 4 and contributions to Key Questions 1 and 3

The contractor was:

Evenlode Education Ltd  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

### Acknowledgement

The Registered Inspector and team wish to thank the governors, head teacher, staff and pupils for their co-operation and courtesy before and during the inspection.

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

**Llanmorlais Primary School  
School Lane  
Llanmorlais  
Gower  
Swansea  
SA4 3TL**

**Summary for Parents**

**School Number: 670/2154**

**Date of Inspection: 14 – 16 March 2005**

**by**

**Mrs C Llewellyn  
W157/78272**

**Date: 19 May 2005**

**Under Estyn contract number: T/140/04P**

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### Basic information about the school

Name of School	Llanmorlais Primary School
School type	Community
Age-range of pupils	3 – 11 years
Address of School	School Lane Llanmorlais North Gower Swansea
Post-code	SA4 3TL
Telephone number	01792 850201

Head teacher	(Acting head teacher) Mr B Thompson
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Ms A Lewis-Puddock
Registered inspector	Mrs C Llewellyn
Dates of inspection	14 – 16 March 2005

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	8	16	13	15	15	11	10	10	98

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.2

### A SUMMARY REPORT FOR PARENTS

Llanmorlais Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Llanmorlais Primary School took place between 14 and 16 March 2005. An independent team of inspectors, led by Mrs C Llewellyn undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

## Summary

Llanmorlais Primary School is a caring school, where pupils have a very positive attitude towards their work and achieve good standards academically and in their personal development. It has maintained and improved its provision since the previous inspection. The acting head and staff work as an effective team in an environment of support and mutual understanding.

The shortcomings in important areas in key question 4 are related to the lack of policies and procedures to ensure the health and well-being of pupils, some of which are statutory, and not to the day-to-day care, guidance and support the school gives to its pupils. Pupils are not at risk, but procedures are not in place to ensure this situation is sustained. In the school profile, recently drawn up with the LEA, the school has identified the need to review and develop its policies in line with requirements.

### Table of grades awarded

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

### Standards

### Subjects

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 1	Grade 1
Religious education	Grade 2	Grade 2

Pupils' standards of achievement in lessons were:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
18%	70%	12%	-	-

Pupils' standards of achievement are good, being well above the Welsh Assembly Government's all-Wales targets for 2007 for at least 65 per cent of lessons to be grade 1 or grade 2.

The overall quality of the educational provision for children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Standards achieved in personal development, key skills, social skills and learning skills are good.

At key stage 1 and key stage 2, pupils make good progress and achieve good standards in the key skills of listening, speaking, reading, writing, numeracy and information communications technology (ICT); they use these skills effectively to support learning across the curriculum.

According to teacher assessment at the end of key stage 1 in 2004, 100 per cent of pupils attained level 2 or above in the core subjects of English, mathematics and science. The percentage achieving the higher level 3 was in line with the all Wales average for English, above the average in mathematics and considerably above the average in science. With the exception of 2003, the 100 per cent level 2 or above has been sustained since 2000.

At the end of key stage 2 in 2004, 100 per cent of pupils attained the expected level 4 or above as determined by the test results in the core subjects of English, mathematics and science. The percentage achieving the higher level 5 was below the all Wales average in English, slightly above in mathematics and substantially above the average in science. These results show an improvement over the figures of the previous years.

In relation to schools with a similar percentage of pupils entitled to free school meals in Wales, performance in both key stages was in the top 25 per cent of best performing schools.

The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is an outstanding feature of the life and work of the school. The daily acts of collective worship and some lessons make significant contributions to pupils' spiritual development.

Pupils' moral development is of outstanding quality. Pupils have a very good awareness of moral values such as fairness and, almost without exception, display this aspect towards each other during the day. Pupils know the difference between right and wrong, they help others less fortunate than themselves and they regularly raise money for charities.

Pupils' social skills are very well promoted through the School Council and other initiatives. Pupils work and play harmoniously together and develop good social skills. Pupils make good progress in learning to take responsibility for their own work and in working collaboratively.

Y Cwricwlwm Cymreig is promoted well through a variety of activities and visits to many places of interest. The school is very effective in the promotion of bilingual skills for all age groups through the use of incidental Welsh and subject teaching.

Although pupils have limited direct experience of life in a multicultural society, they benefit well from the opportunities they have to consider alternative opinions. They show a mature understanding of the rights of individuals to have different ideas and points of view.

Attendance rates are above the LEA average but below the Wales average. A significant minority of families takes holiday during term time, often in excess of ten days and on occasions amounting to more than twenty days. The school has drawn up an action plan with the LEA in an attempt to improve attendance and punctuality at the start of the day. Very recently, punctuality has improved, but a small minority of pupils is still regularly late each morning.

### The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	52%	9%	-	-

At the last inspection, the quality of teaching was good or better in 90 per cent of lessons, with 7 per cent being very good. The proportion of lessons with grade 1 and grade 2 teaching exceeds the average for Wales.

Across the school, teaching is almost always at least good and frequently has outstanding features. Teachers have good knowledge and understanding of the subjects and areas of learning they teach. Lessons are well structured and planning has clear learning objectives, but these are not always shared with the pupils. Relationships between adults and pupils are very good.

Teachers use a good range of teaching strategies and techniques that engage pupils and effectively promote their learning. Lively exposition and good quality, skilled, suitably focused questioning motivate and challenge learners. In the two lessons judged to have good features that outweighed shortcomings, the tasks undertaken by pupils were not suitably matched to all levels of ability.

The quality of assessment is good and enables the school to identify pupils' strengths and weaknesses and the areas to develop. Assessments are accurate and thorough, thereby ensuring a clear picture of each child as they progress through the school. There are good assessment and recording procedures in place for pupils with SEN and suitably challenging tasks are set in their individual education plans (IEPs).

Annual reports to parents comply with statutory requirements and provide appropriate information on pupils' progress and standards of achievement. Targets are occasionally noted, but there is a lack of consistency in this practice. Teachers are available to discuss pupils' work with parents each Tuesday after school, but a good number of parents would welcome more formal arrangements to discuss their children's achievements and progress.

The school has been successful in its analysis of pupil assessments and the setting of targets for end of key stage achievements. A good start has recently been made to pupils being involved in the planning of their own progress through the setting of individual targets in all subjects. Pupils with SEN make good progress towards the targets set for them in their IEPs.

Overall, the school provides a broad, balanced, relevant curriculum that is well suited to pupils' needs. All pupils have equal opportunities and full access to each area of the curriculum. The overall quality of learning experiences for children under five is good and succeeds in promoting the Desirable Outcomes in the six areas of learning.

Since the start of this school year, pupils have been involved with a local recycling project and as a result of their enthusiasm have already received a bronze award for their work. Through their work in geography, pupils gain a suitable understanding of global citizenship and sustainable

development, but there is no school policy or strategy to ensure pupils' awareness and understanding of these aspects is raised further.

Pupils' personal development is enhanced through visits to local commerce and business in order to learn about the working world. The school does not, however, have a coherent planned strategy to develop pupils' awareness and understanding of the world of work or to develop entrepreneurial skills.

The pastoral care pupils receive from adults in lessons and on a day-to-day basis, in this extremely happy, friendly school is very good. All adults care for the pupils and clearly have their best interests at heart. Each pupil is valued and nurtured as an individual, with close account being taken of his or her needs. Where and when required, the school works effectively with other specialist agencies in order to support pupils. Pupils confirm that they feel safe and well supported by all adults who work in the school.

However, there are shortcomings in important areas in relation to the school's procedures for the protection of pupils. Whilst a Child Protection Policy is in place it requires updating to take account of the current Welsh Assembly Government Circulars and requirements. No member of staff has received suitable child protection training. There are no arrangements in place to support any looked after children should they enter the school.

A full risk assessment of the school site was carried out about two years ago, but areas for action have not been fully addressed. Risk assessments have been undertaken for some school visits but not all and no fire drill has been undertaken in the last year.

No important shortcomings were identified in the school's processes for the diagnosis of additional learning needs and support for individuals, regardless of their background, or in the measures taken to eliminate oppressive behaviour.

Views of parents have not been sought regularly, but they expressed appreciation at the more 'open door' approach that has been adopted by the school this academic year.

### **Leadership and management**

The school has been under the caring leadership of the deputy head since September, who has been pro-active in his role and initiated several relevant changes. He has, together with the LEA and governors, identified areas for improvement but, with recent changes in the governing body and a short time-scale, they have not been put into a formalised development plan.

The staff and the recently formed governing body have been involved in drawing up the self-evaluation document in preparation for the inspection. It identified strengths and areas for improvement, but did not look critically enough at some statutory requirements, or the impact various aspects have upon standards. The views of other interested parties, such as pupils and parents, were not taken sufficiently into account. In four of the seven key questions, the judgements of the inspection team differed from those of the school and awarded lower grades.

The new governing body is supportive of the school and has been pro-active in developing its understanding of the provision and standards achieved within the school by holding meetings with curriculum leaders and attending relevant governor training.

Due to the lack of some required documentation, the work of the governing body does not currently meet statutory requirements. However, it is aware of what needs to be done and is working hard with the LEA to put right many of the shortcomings it has inherited.

Good progress has been made overall in addressing the issues identified at the last inspection. The steps taken have had a positive impact on teaching, learning and standards. Where attainment in subjects was satisfactory at the last inspection, those inspected now have all been judged to be grade 2. Satisfactory progress has been made overall in addressing the development of leadership roles.

The school effectively promotes equality of opportunity for all its pupils, regardless of their background. It is very successful in creating an ethos where learning is fostered and pupils flourish.

The overall provision for staffing, accommodation and learning resources is good and has a beneficial impact upon standards of achievement. The school is appropriately staffed and teachers are well qualified and very experienced. Classroom support staff are well deployed and provide good quality assistance, especially for pupils with SEN. Resources for learning are good and used effectively. Recent spending on resources has been matched closely to the school's priorities identified in the school development plan.

The exterior condition of the buildings is generally satisfactory, but there are areas that require immediate attention, including blocked drains and the broken surface of parts of the schoolyard.

Working with the LEA, the school has very recently set up procedures to improve punctuality, which have led to some improvement. However, at the beginning and the end of the school day, there is traffic congestion on the narrow lane outside the school and some parents prefer to arrive a little late in the mornings to avoid this potential hazard. Pupils arriving late interrupt the start of lessons.

Financial management is good and the processes for costing the school's objectives and achieving best value are well established. As a result of these factors, the quality of education and the good progress in pupils' standards of attainment and achievement, the school achieves good value for money.

## **Recommendations**

In order to build on the good standards achieved by the pupils and to improve aspects of provision, the school needs to:

- R1 Raise standards further by addressing identified shortcomings.
- R2 Review all policy documents to ensure they reflect current practice and meet statutory requirements.
- R3 Develop a self-evaluation process that involves all interested parties and leads to school improvement.
- R4 Develop the role of the governing body.

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

## **Acknowledgement**

**The Registered Inspector and team wish to thank the governors, head teacher, staff and pupils for their co-operation and courtesy before and during the inspection.**