

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

**YSGOL GYNRADD LLANNON  
HEOL-Y-NANT  
LLANNON  
LLANELLI  
SA14 6AE**

**SCHOOL NUMBER: 669 2167**

**DATE OF INSPECTION: 26-27 NOVEMBER 2001**

**BY**

**MRS ELERI BETTS  
REGISTERED INSPECTOR: W248 17717**

**DATE: 31 JANUARY 2001**

**UNDER ESTYN CONTRACT NUMBER: C/T/20/01P**

**© Crown Copyright 2001**

**This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.**

**Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.**

## **CURRICULUM NOMENCLATURE AND KEY STAGES**

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

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

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

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

## **GRADE DESCRIPTIONS**

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

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

**LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :**

|       |   |   |
|-------|---|---|
| CoP   | - | Code of Practice                          |
| EBP   | - | Education Business Partnership            |
| EWO   | - | Education Welfare Officer                 |
| GB-   |   | Governing Body                            |
| ICT   | - | Information and Communications Technology |
| IEP   | - | Individual Education Plan                 |
| INSET | - | In-Service Education and Training         |
| KS    | - | Key Stage                                 |
| LEA   | - | Local Education Authority                 |
| NC    | - | National Curriculum                       |
| PSE   | - | Personal and Social Education             |
| PTA   | - | Parent-Teacher Association                |
| SDP   | - | School Development Plan                   |
| SEN   | - | Special Educational Needs                 |
| SENCO | - | Special Educational Needs Co-ordinator    |
| SMT   | - | Senior Management Team                    |
| Y     | - | Year                                      |

# **CONTENTS**

|   |           |
|---|-----------|
| <b>1. CONTEXT.....</b>  | <b>1</b>  |
| THE SCHOOL AND ITS PRIORITIES.....  | 1         |
| <b>2. MAIN FINDINGS.....</b>  | <b>1</b>  |
| THE MAIN FINDINGS OF THE REPORT.....  | 1         |
| <b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS.....</b>                         | <b>4</b>  |
| 3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING.....                   | 4         |
| 3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM.....                 | 4         |
| <b>4. ETHOS OF THE SCHOOL.....</b>  | <b>5</b>  |
| 4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.....              | 5         |
| 4.2 BEHAVIOUR AND ATTITUDES.....  | 6         |
| 4.3 ATTENDANCE.....   | 6         |
| <b>5. QUALITY OF EDUCATION.....</b>   | <b>7</b>  |
| 5.1 TEACHING.....   | 7         |
| 5.2 ASSESSMENT, RECORDING AND REPORTING.....                                    | 7         |
| 5.3 CURRICULUM.....   | 8         |
| 5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE.....                                  | 9         |
| 5.5 PROVISION FOR PUPILS WITH SEN.....  | 9         |
| 5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS..... | 10        |
| 5.7 PARTNERSHIP WITH INDUSTRY.....  | 11        |
| <b>6. MANAGEMENT.....</b>   | <b>11</b> |
| 6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT.....                | 11        |
| 6.2 LEADERSHIP AND EFFICIENCY.....  | 12        |
| 6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES.....                         | 12        |
| <b>7. SUBJECTS AND AREAS OF LEARNING.....</b>                                   | <b>13</b> |
| STANDARDS ACHIEVED BY PUPILS.....   | 13        |
| PROVISION FOR THE UNDER-FIVES.....  | 13        |
| WELSH.....  | 15        |
| ENGLISH.....  | 16        |
| MATHEMATICS.....  | 16        |
| SCIENCE.....  | 18        |
| DESIGN AND TECHNOLOGY.....  | 19        |
| INFORMATION TECHNOLOGY.....   | 20        |
| HISTORY.....  | 21        |
| GEOGRAPHY.....  | 22        |
| ART.....  | 23        |
| MUSIC.....  | 24        |
| PHYSICAL EDUCATION.....   | 25        |
| RELIGIOUS EDUCATION.....  | 26        |
| <b>8. SCHOOL IMPROVEMENT.....</b>   | <b>26</b> |
| 8.1 PROGRESS SINCE THE LAST INSPECTION.....                                     | 26        |
| 8.2 KEY ISSUES FOR ACTION.....  | 27        |
| <b>APPENDIX.....</b>  | <b>28</b> |
| A. BASIC INFORMATION ABOUT THE SCHOOL.....                                      | 28        |
| B. SCHOOL DATA AND INDICATORS.....  | 28        |
| C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS.....      | 29        |
| D. THE EVIDENCE BASE OF THE INSPECTION.....                                     | 29        |
| E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....                 | 30        |

## **PART 2: THE INSPECTION SCHEDULE**

### **1. CONTEXT**

#### **The school and its priorities**

Llannon Primary School is situated in a pleasant position in the village of Llannon about six miles to the north of Llanelli. The school has been classified as an A category school by Carmarthen LEA. This means that the life and work of the school is carried out through the medium of Welsh, but that the school strives to ensure that pupils are completely bilingual by the time they transfer to the secondary schools of Maes yr Yrfa or Gwendraeth.

At present 85 pupils are on roll; there is no nursery class. The school states that the catchment area is rural and that around half the pupils come from areas that are relatively prosperous, while the other half come from areas that are neither prosperous nor economically disadvantaged. Pupils are neither privileged nor underprivileged and represent the full range of ability. Around 31% come from homes where Welsh is the main language or where one parent speaks Welsh. Five teachers are employed by the school. Nineteen pupils are on the SEN register; three of them are statemented.

The schools' present priorities are to establish a safe, attractive and stimulating environment that promotes learning, to create meaningful links with the community and to ensure that there are teachers of a high standard who have the resources to carry out their duties and who are able to provide a broad and balanced curriculum, so that all pupils can reach their potential.

The school was last inspected in the Spring Term of 1996.

### **2. MAIN FINDINGS**

#### **The main findings of the report**

Ysgol Gynradd Llannon Llanelli is a close and caring community. Pupils work and play together happily; they show respect towards each other, teachers and visitors. The quality of teaching in the majority of classes and pupils' positive attitudes to their work contribute greatly to the good standards achieved and to the life of the school in general.

- Across the whole school standards are satisfactory or better in all lessons seen, with around 68% being good and approximately 3% being very good.
- The quality of educational provision for the under-fives, taken overall, is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning for children under five years of age are as follows:

|  |              |
|--|--------------|
| Language, Literacy and Communication skills. | Good         |
| Personal and Social Development              | Good         |
| Mathematical Development                     | Good         |
| Knowledge and Understanding of the World     | Good         |
| Physical Development                         | Satisfactory |
| Creative Development                         | Good         |

- In the statutory curriculum, standards are as follows:

|                        | <b>KS1</b>   | <b>KS2</b>   |
|------------------------|--------------|--------------|
| Welsh                  | Good         | Good         |
| English                | -            | Good         |
| Mathematics            | Good         | Good         |
| Science                | Satisfactory | Good         |
| Design and Technology  | Satisfactory | Satisfactory |
| Information Technology | Satisfactory | Good         |
| History                | Satisfactory | Satisfactory |
| Geography              | Satisfactory | Satisfactory |
| Art                    | Good         | Good         |
| Music                  | Satisfactory | Satisfactory |
| Physical Education     | Good         | Good         |
| Religious Education    | Good         | Satisfactory |

- Although there is no whole school planning for developing key skills across the curriculum, pupils on the whole make satisfactory use of them. Oracy and numeracy are good and the use of reading and writing is on the whole satisfactory. Use of number, however across the curriculum is good. Although the use of ICT across the curriculum is satisfactory only, some good examples were seen of pupils searching for information on the internet.
- Moral, social and cultural development is good. Pupils have a good awareness of the difference between right and wrong and show understanding of their relationship with the community and responsibility for the environment. They develop good knowledge and appreciation of the culture of Wales whilst developing an awareness of other faiths and cultures. Spiritual development is satisfactory; pupils are not provided with sufficient opportunities to reflect on what they learn and see.
- Pupils' behaviour is very good and their attitudes to learning are good; they are aware of the standards of behaviour expected of them. There is a close bond between older and younger pupils.
- Attendance rates are good, although the final figure is affected by family holidays. The school follows up absences in detail. Punctuality is satisfactory overall although some pupils arrive late in the morning. Lessons start on time.
- The quality of teaching is very good in around 9% of lessons observed, good in approximately 61% and satisfactory in the remainder. In the best sessions, lessons have a clear structure, the work is linked effectively to previous experiences, tasks are explained

clearly and appropriate support is given to pupils. In sessions that are satisfactory only, pupils are not provided with enough opportunities to work independently and lesson outcomes are not shared adequately with them.

- Assessment, recording and reporting to parents are satisfactory. Teachers know pupils well and have a sound knowledge of their abilities across the curriculum. Assessment procedures are in place, but, although the assessment policy provides advice on marking, it does not give adequate guidelines to ensure consistency. Arrangements for recording progress and reporting back to parents are effective.
- The quality of the curriculum is satisfactory; it is broad and relevant. A balanced curriculum is provided for children under five years of age, except for some aspects of physical development due to the lack of space and large equipment. Schemes of work do not reflect clearly curriculum development within the school. Relevant visits are used to enrich curricular provision and occasional visitors to school make a good contribution. Appropriate homework is provided.
- The quality of support, guidance and pupils' welfare is satisfactory. Pupils find it easy to turn to teachers and adults for support. However, the school does not have a child protection policy.
- The quality of provision and support for pupils with SEN is satisfactory. Guidelines conform with the requirements of the CoP and identification is good. Each pupil has an IEP, but there is a need for a structured link between class teachers, SENCO, support teachers and assistants when drawing up the IEPs for pupils on stages two and three. On the whole, pupils make appropriate progress.
- Partnerships with parents and the community, other schools and institutions are good. There are very close links with the nursery school and there is good liaison with the secondary schools to which the pupils transfer at eleven years of age.
- Partnership with industry is unsatisfactory. There are no strategies for links with industry and business.
- The quality of self-evaluation and planning for improvement is satisfactory on the whole. Although a culture of self-evaluation is beginning to establish itself, the self-assessment document is not sufficiently specific or detailed.
- The quality of leadership and efficiency is good. The school has clear values. The head provides caring leadership, and teachers, many of them new to the school, are willing to take on responsibilities. The GB is very supportive. The school day proceeds at a good pace.
- Staffing is good and resources are satisfactory. However, aspects of the building are unsatisfactory for the number of pupils on roll at present. The head has no administrative help and non-contact time is provided for him through internal arrangements. Time provided for this is inadequate. A number of support staff succeed in enriching curricular provision. There are shortages in resources, for example large equipment for children under five years of age, a general lack of materials in Welsh and a lack of artefacts in history and religious education. Although space is limited in the school, resources are kept

tidily. However, large equipment in the hall reduces the space available. Shortcomings in the size of the building causes difficulties, for example, groups of pupils are taught in the main corridor. Although this arrangement is unsatisfactory, the quality of teaching ensures that the arrangement does not adversely affect pupils' progress.

- The school provides good value for money.

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

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

Across the whole school standards in all NC subjects and religious education are satisfactory or better in all lessons observed with around 68% being good and approximately 3% being very good.

- In the early years standards are very good in around 22% of sessions observed and good in the remainder. In KS1 they are good in around 56% of sessions observed and satisfactory in the remainder. In KS2 they are very good in around 5% of sessions, good in about 66% and satisfactory in the remainder.
- Children under five years of age make good progress in all areas of learning, except for physical development which is satisfactory.
- In KS1 standards are good in Welsh, mathematics, art, physical education and religious education. They are satisfactory in science, design and technology, information technology, history, geography and music.
- In KS2 standards are good in Welsh, English, mathematics, science, information technology, art and physical education. They are satisfactory in design and technology, history, geography, music and religious education.
- In NC 2001 assessment tests the percentage of seven year old pupils who achieved at least Level 2 in Welsh, mathematics and science was almost the same as the national figures, but the percentage of those who achieved Level 3 was higher than the national figures in Welsh and much higher in mathematics and science.
- The percentage of the small number of eleven year olds assessed in 2001, who achieved at least Level 4, was higher than the national figures in Welsh, English, mathematics and science, while the percentage of pupils who achieved Level 5 was far higher than the national figures in mathematics and science.

#### **3.2 Standards Achieved in Key Skills across the Curriculum**

Oracy and numeracy are good across the curriculum, and the use of reading, writing and ICT is satisfactory.

- Children in reception and pupils in KS1 make effective use of oral skills; the standard of their oral contributions is good. They answer questions confidently and contribute

spontaneously when making comments and sharing experiences. Standards in oracy are good in KS2. By Y5 and Y6 pupils make extended contributions towards discussions in a range of subjects.

- The skills of the majority of pupils in reading for information on subjects across the curriculum are satisfactory. However, insufficient opportunities are provided for them to search for information in books, in order to develop research and higher order reading skills.
- The majority of pupils make satisfactory progress when recording and writing creatively outside language lessons. However, there are limited opportunities for them to write in different forms and for varying purposes in some subjects.
- Pupils' use of number across the curriculum is often good, especially in KS2. They begin to reason and analyse information when handling data and use graphs and tables to present information in geography and science.
- Children in reception and pupils in both key stages make satisfactory use of ICT across the curriculum. KS2 pupils make good use of the internet and CD-ROMs to gain information in a variety of subjects and the majority utilise their ICT skills effectively in some aspects of mathematics and science. However, use of word processing to present information and knowledge in subjects such as history and geography is limited.
- At present there is no whole school planning for developing key skills across the curriculum.

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

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

Pupils' moral, social and cultural development is good and their spiritual development is satisfactory.

- Pupils have a good awareness of the difference between right and wrong. They show respect towards adults, fellow pupils and the property of the school and others. They are courteous and welcoming to visitors.
- Pupils develop a good understanding of their relationship with the community and responsibility for the environment.
- Pupils are aware of those less fortunate in the community and the wider world and contribute to charitable causes.
- The school meets statutory requirements for collective worship and a local minister makes an important contribution; acts of worship contribute to pupils' moral and social development by establishing values and promoting moral issues.

- The contribution of assemblies and other curricular experiences to pupils' spiritual development is satisfactory, although opportunities for pupils to reflect and contemplate quietly on a range of experiences are limited.
- Pupils develop a good appreciation of the culture and heritage of Wales. Their awareness of other faiths and cultures develops effectively, mainly through activities in religious education and geography.

## **4.2 Behaviour and Attitudes**

Behaviour is very good and attitudes to learning are good.

- General behaviour around the school is very good. Pupils interact sensibly and happily during playtime and lunch-time and their orderly behaviour throughout the school day makes a positive contribution to the very good quality of life in the school.
- Pupils are courteous and display respect for adults and fellow pupils in all aspects of school life. There is a close bond between older and younger pupils.
- Pupils are aware of the school's expected standards of discipline and good behaviour is celebrated and rewarded. Parents are made aware of the school's expectations in home-school communications.
- In classrooms pupils display many positive aspects to their learning. They are attentive, co-operative and enthusiastic. Relationships between teachers and pupils are warm, supportive and often good humoured. Pupils listen well, settle promptly to tasks and persevere and concentrate on their work. When given opportunities they co-operate well in group and paired tasks.
- The school effectively promotes its anti-bullying policy; pupils feel safe and are confident that teachers deal promptly and effectively with any incidents of concern. No incidents of bullying were observed during the inspection.

## **4.3 Attendance**

Attendance is good.

- Whole school average attendance in the past three terms is consistently above 94%, although in KS1 classes it is generally lower than the rest of the school, due to illness and family holidays, but is well above 90%.
- There are no instances of unauthorised absences and the school rigorously follows up non-attendance.
- The school does not set itself targets for the maintenance or raising of attendance, but it regularly promotes its expectations for full attendance and punctuality in its communications with parents. The head monitors attendance through a weekly examination of class registers.

- The school's attendance registers comply with statutory requirements.
- Punctuality is satisfactory overall, although a small number of pupils arrive late at the start of the school day. Lessons start promptly.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

Throughout the school the quality of teaching is satisfactory or better in all lessons observed. It is very good in around 9% of lessons observed, good in approximately 61% and satisfactory in the remainder.

- In the reception class the quality of teaching is very good in around 22% of lessons and good in the remainder. In KS1 it is very good in around 8% of lessons, good in about 50% and satisfactory in the remainder. In KS2 it is very good in around 4% of lessons, good in approximately 61% and satisfactory in the remainder.
- Teachers generally have good knowledge and understanding of most subjects they teach and are good role models in the use of Welsh.
- Although there are no detailed plans for individual lessons, tasks set in the majority of lessons meet the needs of pupils and high expectations are a feature of lessons.
- Generally teachers make effective use of a range of teaching techniques and purposeful organisational strategies, which meet the needs of different lessons.
- In sessions judged to be good or better, the structure of lessons is good and work is linked to previous experiences. Questions are used effectively and introductions are lively and relevant, which ensures that the lesson proceeds at an appropriate pace. Tasks are explained clearly and appropriate support is given. Effective use is made of support staff and pupils respond positively to them.
- In some sessions, where the teaching was judged to be only satisfactory, lesson aims are not shared effectively with pupils, introductions are too long and closed questions inhibit pupils from giving extended answers. In some lessons insufficient opportunities are provided for pupils to work independently.

### **5.2 Assessment, Recording and Reporting**

Assessment, recording and reporting to parents are satisfactory.

- Teachers know pupils well and have a sound knowledge of their abilities.
- Children under five years of age are assessed approximately six weeks after they start school. The school responds quickly to any problems identified by the baseline assessment, including making links with the relevant agencies if necessary.

- Teachers keep a daily record of any problems or significant progress in pupils' performance and attitudes. Evidence suggests that this is used when providing future work.
- Teachers' planning documents include space for identifying assessment opportunities but this is not used regularly at present, as teachers are currently following a number of commercial schemes in core subjects, which include opportunities for assessment.
- Each pupil has a personal profile that contains a sample of pupils' work and test results. By Y6 these are effective records of pupils' progress throughout their school life. Work included is dated, but does not contain comments on the context of the task and is not linked to NC levels.
- Teachers keep full records of pupils' experience and progress in reading in both languages and of a number of important tests.
- The assessment, recording and reporting policy includes advice for teachers on marking pupils' work, but does not offer sufficient guidelines to ensure uniformity across the school. Although marking in each class is positive, it does not always indicate the way ahead.
- The school has made a start on producing subject portfolios in core subjects that include samples of work.
- Arrangements for reporting are effective and teachers meet parents twice yearly. Reports are given to parents in good time prior to the meeting in the summer term when their child's progress can be discussed. The reports contain comments on all subjects or areas of learning, but these do not always indicate sufficiently pupils' strengths and areas for development.

### **5.3 Curriculum**

The quality of the curriculum is satisfactory; it is broad and relevant.

- Curriculum provision for children under five years of age is appropriate and is balanced for all areas of learning except for aspects of physical development. Although reception children are taught alongside Y1 pupils, planning for them is appropriate.
- The school has policies and schemes of work for all subjects of the NC and religious education. However, these do not provide clear guidelines nor record accurately curriculum provision at the school. Teachers' planning is not consistent in all classes, as differentiated work for groups of varying abilities is not always recorded.
- Teachers' responsibilities are appropriate and those who have been recently appointed have brought appropriate expertise to the school. Although they have undertaken their responsibilities eagerly, they have not yet had time to establish themselves in their role or to fulfil the potential of the subject. Their role in monitoring subject provision has not yet developed sufficiently.

- Visits to places, such as museums and art galleries, are used well to enrich curricular provision and to stimulate learning. Older pupils have a residential experience at the Urdd camp, Llangranog, when they accompany other schools in the catchment area.
- Visitors often come to school to enrich aspects of the curriculum, for example to take assembly, to help in art and to talk about multicultural aspects. Extra-curricular activities, such as competing in the Tumble Eisteddfod, enrich pupils' awareness of their locality. Aspects of the Curriculum Cymreig are evident when, for example, pupils study the work of Joseff Herman.
- Homework is provided regularly and evidence suggests that it builds on pupils' class work.
- Pupils with SEN get full access to all statutory curriculum subjects.

#### **5.4 Support, Guidance and Pupils' Welfare**

The quality of support and guidance given to pupils is satisfactory.

- Pastoral care at the school is good; pupils feel safe within a friendly, welcoming and caring environment.
- Teachers and support staff know pupils well, who in turn find it easy to ask for help and advice.
- Pupils receive good guidance and advice on class work; equal opportunities are provided for pupils in all school activities.
- Appropriate attention is paid to health and sex education. Although there is not yet a policy for PSE, pupils have appropriate experiences in these areas.
- The school does not comply with statutory regulations for child protection, as it has no policy.
- No member of staff has responsibility for first aid and their qualifications have not been updated.
- The school has good home-school links and arrangements for contacting parents when necessary, during the school day are good. Opportunities are provided for parents to visit the school before their children start and links with the schools to which pupils transfer at 11 years of age are effective.

#### **5.5 Provision for Pupils with SEN**

The quality of provision and support for pupils with SEN is satisfactory.

- A number of features related to SEN were reviewed at the end of the last academic year. A teacher has recently taken on the role of SENCO. The governor with responsibility for

SEN takes an interest in the work and progress made by pupils. The school conforms with the requirements of the CoP for SEN.

- At present there are 19 pupils on the SEN register; three are statemented. Three class assistants are employed on a one-to-one basis for the statemented pupils for much of the school day.
- The procedure for early identification of pupils with SEN is good; effective use is made of baseline assessment and other tests, as well as teacher expertise.
- Each pupil with SEN has an IEP; however there is need for a structured link between class teachers, SENCO, support teacher and assistants when planning IEPs for pupils on stages two and three of the CoP.
- Although class teachers provide differentiated work within classes, teachers' short term planning does not contain reference to differentiated work for pupils with SEN or for the more able.
- Although examples of work by pupils with SEN are kept, the system of record keeping in relation to progress made by those on stages two and three is insufficiently developed.
- Parents of pupils with SEN receive information on their progress, but there is no formal arrangement for this and they do not make sufficient contribution to the drawing up of the IEP. Also, no formal records are kept of discussions with them.
- Links with appropriate outside agencies are good. The school makes good use of expertise, support and advice on assessment and provision

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

Partnership with parents and community, schools and other institutions is satisfactory.

- The school communicates regularly with parents informing them of key dates, school events and various administrative arrangements.
- The school prospectus and the GB's annual report to parents meet the recommendations specified at the time of writing.
- The school has produced a draft of a home-school agreement following consultation with the GB, including parent governors, but this document has not yet been distributed.
- Parents help in the life and work of the school by supporting the PTA fundraising events. They often support class activities and visits.
- Members of the community often visit and enhance the learning of pupils, such as when individual visitors contribute to pupils' understanding of other faiths. There are beneficial links with the community policeman and the local rugby club.

- Regular meetings between headteachers of a group of primary schools feeding the local comprehensive schools discuss areas of mutual interest.
- Links with the local nursery school are very close. Transition arrangements with the comprehensive schools include visits from link teachers and visits by Y5 and Y6 pupils to the schools. Y6 pupils from all feeder schools visit the Urdd camp together in the summer preceding entry into the comprehensive school; this is a valuable opportunity for pupils to get to know each other.
- The school welcomes placements of Y9 pupils from the comprehensive school, child care students from local tertiary colleges and student teachers from a local teacher training institution. Pupils benefit from the extra support.

## **5.7 Partnership with Industry**

Partnership with industry is unsatisfactory.

- The school lacks a strategy for the development of a partnership with industry and commerce.
- Pupils in reception and Y1 have benefited from visits to a branch of a national chain of restaurants and a supermarket in their study of foods. However, other pupils have had no opportunities to benefit from links with industry.
- There are no links with the EBP. There has been no staff development initiatives arising from links with industry or commerce.

# **6. MANAGEMENT**

## **6.1 Quality of Self-Evaluation and Planning for Improvement**

On the whole the quality of self-evaluation and planning for improvement is satisfactory.

- The self-assessment document is not sufficiently specific or detailed, although a culture of self-evaluation is being established at the school.
- No detailed analysis has been done of the school's strengths and weaknesses and, although the SDP is in place, it is insufficiently detailed on a number of aspects to be a useful document.
- The process of monitoring progress made towards achieving the targets in the SDP is insufficiently detailed. Although the school has operated quite efficiently in order to achieve a number of key issues identified in the 1996 inspection report, evidence of this being done in a structured manner is very limited.
- Effective use is made of national and county data to compare aspects of the school's performance against other schools. The system of using information on pupils' standards

of achievement, in order to identify measurable and challenging targets for pupils in core subjects, is not sufficiently developed.

- The GB has set targets for the head and deputy.

## **6.2 Leadership and Efficiency**

The quality of leadership and efficiency is good on the whole.

- The school has clear aims and values and a sense of purpose is evident amongst staff; a close communal ethos pervades the school.
- The head provides caring leadership and is eager to improve educational provision for pupils. He is proud of pupils' success and the effectiveness of the increasing team of teachers, who work well together and share ideas and expertise effectively.
- Regular staff meetings are held and records are kept of discussions, but there is no SMT.
- The GB is very supportive of the school. They are aware of their role and have subject responsibilities. The head ensures that they are well informed of recent school developments. Their role in implementing the budget with the help of the LEA is effective.
- The school day proceeds effectively and each adult is aware of his/her role in daily routines; all undertake their responsibilities conscientiously.
- Considering the quality of teaching and standards achieved in core subjects, the school provides good value for money.

## **6.3 Staffing, Accommodation and Learning Resources**

Staffing is good and resources are satisfactory. However there are aspects of the building that are unsatisfactory.

- The school has a good complement of teachers for the number of pupils on roll. One teacher is employed to take older pupils for some sessions in order to decrease the numbers of pupils in the Y5/Y6 class; for the rest of the day she has responsibilities for pupils with SEN.
- The head is in charge of a class and has no administrative help. Internal organisation, including exchanging and combining classes for activities, provides him with some non-contact time, but this is insufficient to allow him to accomplish the work within school hours.
- The school employs a number of support staff who enrich curriculum provision. Use is made of a peripatetic music teacher in KS2 and an athrowes fro who succeeds in extending and enriching pupils' language in both key stages.

- Teachers have detailed job descriptions setting out their responsibilities. They are also given opportunities to develop professionally through INSET sessions that are appropriate to their needs; they disseminate outcomes of these to other members of staff.
- Although the amount and quality of resources in subjects is satisfactory, there are some gaps. There are insufficient materials for teaching Welsh, not enough reading books in English written by authors from Wales, an insufficient range of large apparatus for children under five years of age and a lack of artefacts in history and religious education.
- Although there is a general lack of storage space, resources are kept tidily and in convenient areas. However, physical education equipment and dining tables seriously constrict space in the hall.
- Space in the present building is insufficient for the number of pupils. This causes difficulties with regard to the provision for the six areas of learning for children under five years of age. Because of numbers at the upper end of the school, a group of pupils is taught in the main corridor; this organisation is unsatisfactory. However, the quality of teaching ensures that this does not adversely affect pupils' progress and standards achieved. There is no staff room and the general arrangements for the welfare of teachers is unsatisfactory. There is no space for the establishment of a library where pupils could browse through books.
- The school is kept clean and tidy and displays on classroom walls contribute to the learning environment. Although the building is generally in good condition, rain seeps through the roof of the demountable unit where younger pupils are taught.
- The fields, the substantial yard surrounding the school and the play area recently established for children under five years of age are pleasant and safe.

## 7. SUBJECTS AND AREAS OF LEARNING

### **Standards achieved by pupils**

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

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

#### **Good features**

- Development in language, literacy and communication skills is good. Children listen avidly to instructions and teacher's presentations. They relate news simply in front of the class and are able to recall from memory and to retell news from their friends. They use appropriate language in role play situations: in Sali Mali's shop, for example, they give commands and respond to them. They are able to read a great deal of the language they see around them on the classroom walls and to spell their names orally and to write them. Children who come from non-Welsh speaking homes express their needs and describe their feelings confidently. They imitate the language they hear from adults well, including

the use of dialect. They show enjoyment when handling books in the reading corner and respond well to stories they read; they are enthusiastic about their favourite characters. They begin to show control of the marks they make on paper and to recognise a number of letters.

- Personal and social development is good. When engaged in their activities children realise the need to wait their turn, for example when using the computer and when involved in role play. They show an understanding of classroom routines and that they need to conform to these. They play together contentedly and, when given the opportunity, make good choices. Their behaviour in whole school assemblies is praiseworthy. Their confidence develops well and this is apparent in the relationships they form with other children and adults.
- Development in mathematical skills is good. Children recognise, name and match simple numbers. They record, for example, their classmates' favourite jelly in graph form. When playing in the sand they understand simple concepts associated with half full and half empty. In the shop they handle small units of money and start recognising the symbols for them. They recognise, name and describe the features of two-dimensional shapes and show an understanding of shape as they match them on computer. They are aware of simple concepts related to the passage of time and acquire a range of mathematical language.
- Development in knowledge and understanding of the world is good. Children realise that there are a number of sources of light and compare various objects that give light. They understand that there are a number of sources of information, and respond well to computer programs, television and books. They know that some people celebrate in different ways and at various times and that the seasons differ. They understand the importance of money when buying and selling.
- Physical development is satisfactory. Children handle equipment well when playing in the sand and they are able to fill and empty a range of equipment skilfully. They show good hand control when using small equipment in their table activities. They handle clay and dough effectively to make the shapes they want to produce and they show confidence in cutting paper when, for example, making lanterns. They make good use of space when playing in their designated yard.
- Creative development is good. Children have opportunities to work in different media such as paint, pastels and pasta when making rangoli patterns. They make sensible choices in colour and media. They can identify a number of simple untuned instruments and they make a special effort to keep in tune and rhythm when singing. They use imagination and an understanding of real life situations in role play sessions.

### **Shortcomings**

- There are no major shortcomings, but, because of limited space, children are not provided with sufficient opportunities to develop skills such as pushing, pulling and climbing on large equipment or to make choices in the classroom.

## **Welsh**

Standards are good in both key stages.

### **Good features**

- KS1 pupils listen well to stories in class and to whole school presentations. They respond well orally to stories and are eager to present their news. They speak confidently when undertaking activities and discussing tasks. They make extended comment on events in their lives and speak clearly when reciting poetry together.
- Pupils in KS1 read meaningfully and are able to decode words and recognise a range of whole words. They explain the meaning of some difficult words in their reading books well. They recognise the importance of an author and are aware of some famous children's authors.
- Pupils' writing skills in KS1 develop well. They write in a number of simple and varied registers; for example, they present simple information following visits. They form letters correctly and their written work shows an ability to vary sentences.
- In KS2 pupils show increasing confidence in oral skills. They discuss eagerly and have a good awareness of patterns that are acceptable in speech; for example, they make good use of phrases connected to the local dialect.
- Pupils in KS2 understand the purpose of many features to do with their reading books. They use the summary information to produce their own covers and identify facts that will attract the reader's attention. At the upper end of the school they select information from reference books confidently and collate these facts well; for example, they choose information on Christmas plants. Skills in using the dictionary develop well.
- In KS2 pupils write in a number of registers; for example, they engage in personal writing, write opinions or instructions, make lists and write dialogues. They plan their work well and by the end of the key stage give appropriate attention to the order and sequence of paragraphs.
- In their study of poetry pupils in Y3 and Y4 gain good insight into poetic forms by arranging lines of a poem in the correct order.
- Spelling develops well across both key stages. The presentation of work, including handwriting, is of a good standard.

### **Shortcomings**

- There are no major shortcomings but opportunities for pupils at the upper end of the school to write poetry in different forms and styles are limited

## **English**

Standards are good in KS2. In accordance with the LEA policy for A Category schools English is not taught in KS1.

### **Good features**

- Pupils at the lower end of KS2 express themselves clearly and confidently. They give extended answers and provide interesting oral reports of their activities.
- Pupils in Y5 and Y6 are eager to take part in class discussions and express their own points of view, while appreciating the comments of others.
- Pupils' reading skills across KS2 develop well. The majority read with appropriate expression by the end of the key stage. They discuss the contents of their reading and offer comments on characters in their books. Their higher order reading skills develop well as they search for information from reference books: for example, Y3 and Y4 collate the more important comments on items in a catalogue.
- Pupils at the upper end of the key stage have good experiences when reading selections from William Shakespeare, Charles Dickens and Roald Dahl.
- Pupils across the key stage develop good writing skills. They produce work of a good standard when creating personal passports, setting out rules for bonfire night and posters that intend to persuade the reader. They show a good awareness of the use of paragraphs when describing the trials and tribulations of their holidays. Pupils in Y3 and Y4 respond well to poetry based on alliteration.
- Pupils in Y5 and Y6 prepare a drama script, where they set the scene, give stage instructions and present dialogues. They produce newspapers that contain stories about the Second World War by writing catchy headlines and interesting articles. Their work on 'The World's Biggest Act of Terrorism' shows a combination of factual writing and imaginative descriptions.
- Pupils across the key stage make good progress in spelling and handwriting skills.

### **Shortcomings**

- There are no major shortcomings, but opportunities for pupils to study the work of Welsh authors and at the upper end of the school to appreciate, imitate and create poetry are limited.

## **Mathematics**

Standards are good in both key stages with some very good aspects in KS2.

### **Good features**

- Across both key stages the majority of pupils develop a broad mathematical vocabulary; at the upper end of the school it is often very good.

- Across KS1 pupils show a good understanding of number and the value of money. They differentiate between odd and even numbers and add and take away correctly, counting forwards and backwards in steps of different amounts. By the end of the key stage the majority have a good grasp of their two, five and 10 times table.
- In Y1 and Y2 pupils show good skills in sorting objects according to shape and size and they develop an appropriate understanding of size, length and weight.
- Across KS1 pupils can identify two and three dimensional shapes well. Y1 pupils describe the features of shapes in two dimension effectively and make good use of a computer program to consolidate their understanding. By the end of KS1 the majority describe the properties of three dimensional shapes effectively.
- Across KS1 skills in producing simple graphs to record a variety of information develop well.
- Pupils in Y1 and Y2 make good progress in their understanding of time. By the end of the key stage, they have a sound knowledge of quarter hour intervals and five-minute intervals.
- In Y1 pupils develop a good awareness of the concept of fractions and by the end of Y2 the majority have a good understanding of simple fractions.
- Y3 and Y4 pupils have a good understanding of number and money. They demonstrate a sound knowledge of length and weight. Their estimation skills develop well.
- By the end of KS2 pupils' skills in handling number are very good. They round up numbers effectively and identify and work out factors and cubes confidently.
- Older KS2 pupils' knowledge of tables is very good. This has a very positive effect on their problem solving skills linked to long division and long multiplication in number, decimals and money.
- Y3 and Y4 pupils read the time to five-minute intervals and older pupils recognise the equivalence between times on a 12 and 24 hour clock. Y6 pupils make good use of skills when working out different time zones across the world.
- Across KS2 pupils develop a good understanding of angles, area and co-ordinates. By Y6 their understanding of the properties of shapes in two and three dimensions is often very good.
- Y3 and Y4 demonstrate good skills in handling data. Pupils at the end of the key stage make very effective use of line graphs.
- The majority of pupils in KS2 develop good investigative skills in mathematics.

## Science

Standards are satisfactory in KS1 and good in KS2.

- Pupils across both key stages demonstrate very positive attitudes towards science.
- Pupils in KS1 make use of their visit to a botanic garden to extend their knowledge of plants. They have an appropriate understanding of the needs of living things.
- Pupils in Y1 develop a good awareness of science around them. They have a good understanding of light sources and compare them effectively. They have a good awareness of the importance of electricity in their lives.
- When investigating simple circuits, Y2 pupils understand that, if an electrical device is to work, the circuit must be complete. They understand that it is possible for a speaker to work from a battery.
- Pupils in KS1 classify different kinds of objects, including those that float and sink. In their investigations they understand that some kinds of paper are stronger than others for holding weight; they present their findings in graph form.
- Pupils in Y3 and Y4 demonstrate a good understanding of forces and motion, when investigating objects that have a spring, the effect of different surfaces on the speed of an object and what kind of materials attract a magnet.
- Y4 pupils' skills in planning experiments develop well. They record their results effectively; for example, they experiment with circuits to change the strength of light and discover whether sound can travel through water.
- When experimenting with different liquids, solids and gases, pupils in Y5 and Y6 develop a good understanding of their different features. They investigate effectively to see which materials are waterproof and the impact of an insulator on water temperature.
- The majority of Y5 pupils show a good understanding of the effect of friction on sound and how the strength of sound can be changed.
- Y6 pupils demonstrate a good knowledge of electrical conductors and the advantages and disadvantages of using a battery.
- Older KS2 pupils develop an understanding of how light travels when they investigate how a periscope works. They show a good understanding of how mirrors reflect rays and the importance of placing them at the correct angle for the periscope to work.
- Across KS2 the understanding of the majority of pupils of the concept of fair testing develops very well. They use a variety of ways to record and present their findings effectively.

### **Shortcomings**

- The investigative skills of pupils at the upper end of KS1 and a minority of older pupils in KS2 are insufficiently developed. In KS1 pupils' understanding of the concept of a fair test is limited and their skills in presenting information in a variety of ways are also restricted.

### **Design and technology**

Standards are satisfactory in both key stages.

### **Good features**

- Y1 pupils have a variety of experiences in design and technology that are linked to work in other subjects; for example they make simple Diwali pots to complement their understanding of religions as well as sparklers when learning of the significance of bonfire night. They use a variety of materials. They prepare suitable food for a party for Elmer the elephant.
- Pupils in Y1 develop control skills when using the roamer.
- In Y2 pupils work together to make a model of Santa Claus. They work in a range of materials and decide the best way to attach a bulb to his head. They consider the purpose of the task and discuss its possibilities.
- Pupils in Y3 and Y4 make a collection of different games using electrical circuits. They develop their ideas giving consideration to use and purpose and discuss what kind of circuit is the most effective. They design on paper, using ICT; they choose suitable materials. Younger pupils play the games, evaluate them and suggest improvements.
- At the upper end of the school, as part of their work in sound and light, pupils produce a puppet shadow theatre. They discuss the best materials to use and research into light sources before producing a theatre from simple materials. They design puppet characters and create a simple script; they perform this in front of an audience.
- Pupils in KS2 create and design a model of a car and understand how the surface of a slope affects its speed. Pupils across the key stage have occasional experiences in food technology.

### **Shortcomings**

- Pupils' skills across the school in the planning and designing process are insufficiently developed.
- Evidence of work in textiles and of using mechanisms is limited.
- There is insufficient evidence of pupils' progress or skills in evaluating what they make.

## **Information technology**

Standards are satisfactory in KS1 and are good in KS2, especially in the lower part of the key stage.

### **Good features**

- Pupils across KS1 make appropriate progress in their keyboard skills. The majority develop appropriately in their word processing skills and produce written work in a number of subjects.
- Pupils in Y1 and Y2 make effective use of appropriate programs, mainly in language and mathematics, to support their learning.
- Pupils across KS2 show good skills in word processing. They redraft their written work and make effective use of skills in the presentation of work.
- The majority of pupils in KS2 use art programs to create different images and shapes effectively.
- Across KS2 the majority of pupils' skills in using the internet and world wide web develop effectively. They make effective use of their skills to collect information in different subjects, especially geography.
- Pupils across KS2 develop good skills in data handling; for example, work by pupils in Y3 and Y4, linked to different materials in science, is very effective.
- Y3 and Y4 pupils demonstrate good skills when using an Ecolog program to control, handle and analyse information in a science experiment.
- Across KS2 pupils' skills in using e-mail develops well; for example Y3 and Y4 pupils correspond with another school.
- Pupils in KS2 have started developing their skills in using the digital camera.

### **Shortcomings**

- By the end of KS1 the majority of pupils do not have sufficiently well developed skills to work independently to load, save and print class work.
- The majority of pupils in KS1 have limited skills in storing information and using databases.

## History

Standards are satisfactory in both key stages

### Good features

- Across both key stages, on levels appropriate to their age and ability, pupils develop an appropriate historical vocabulary.
- KS1 pupils' awareness of the past develops well; for example, when listening to adults talking about their childhood, Y1 pupils understand the difference between birthday celebrations today and in the past.
- Pupils in Y1 and Y2 benefit from a visit to a museum and country house which extends further their understanding of the difference between past and present. They make appropriate use of photographs to develop their knowledge of changes in clothes during the last century.
- Pupils in Y2 draw comparisons with the present by looking at artefacts linked to farming and country customs during the first half of the last century. They demonstrate a good knowledge of the story of Mary Jones and make good use of their skills in drama to present their knowledge.
- As part of their study of local history, Y3 and Y4 pupils show satisfactory knowledge of the Rebecca riots in the area. They demonstrate appropriate understanding of the reasons for the riots.
- Pupils in Y3 and Y4 make appropriate use of their visit to a museum to extend their knowledge of life in the Victorian Age. They develop a good understanding of school life and the lives of poor children. They are also aware of aspects of farming during the period. They make good comparisons between the life of a policeman a century ago with the local policeman today.
- Pupils in Y5 and Y6 have a satisfactory understanding of aspects of the lives of the Celts. Most are aware of where the Celts came from and the reasons why the Romans attacked Britain. They show a satisfactory understanding of the work of archaeologists.
- Pupils in Y5 and Y6 have a satisfactory knowledge of famous people and events in the Victorian era. They understand the effect of the Industrial Revolution on adults and children
- Pupils in KS2 have a satisfactory knowledge of characters from the Tudor Period, including William Morgan and some famous seafarers. They understand some aspects of everyday life during the period.
- Older pupils' in KS2 have a satisfactory knowledge of aspects of life during the Second World War including the experiences of evacuees.

## **Shortcomings**

- Pupils in KS1 have limited skills in the use of artefacts and stories to develop their historical knowledge and an awareness of the past, develop chronological skills and understanding of reasons for events are insufficiently developed.
- The understanding of the majority of older pupils of historical sources and how they are used to obtain information is limited.
- Pupils in KS2 have insufficient knowledge of the history of the area or the chronology of the main periods studied.

## **Geography**

Standards are satisfactory in both key stages.

### **Good features**

- Pupils in KS1 develop an appropriate geographical vocabulary. They are aware of jobs and services that support the community and have a satisfactory knowledge of houses and buildings in the area.
- Pupils in KS1 develop their awareness of plans and mapping skills by looking at places within the school, locations outside the school and in the village. They draw simple plans.
- Y2 pupils can identify the location of places on a map of Wales and Britain.
- Pupils in Y3 and Y4 have a satisfactory knowledge of a number of aspects linked to the locality, including physical and human features. They have a good knowledge of aspects to do with their county and Wales and develop an awareness of the importance of tourism to their local area and the country.
- Pupils in Y3 and Y4 develop appropriate knowledge of life in the areas around Cairo, as a contrasting area.
- Pupils in Y5 and Y6 have a satisfactory knowledge and understanding of the journey of the river Tywi.
- Pupils at the upper end of KS2 have a satisfactory knowledge of life in St Lucia, including the jobs people do. They understand the nature and effect of the weather and draw comparisons with the weather in Wales. They make good use of graphs to record and present their information.
- Pupils across KS2 use the points of the compass appropriately and develop a satisfactory knowledge of places on maps of Wales, Britain and the world.
- Pupils in KS2, especially those in Y5 and Y6, have a satisfactory understanding of how people mistreat the environment locally and in the wider world.

### **Shortcomings**

- Mapping skills and field work of the majority of pupils in both key stages are insufficiently developed.
- Some pupils' knowledge of features linked to the local area is limited.
- The majority of pupils in both key stages have a limited knowledge of contrasting areas in Britain and Europe; their ability to compare these areas with their own locality is also limited.

### **Art**

Standards are good in both key stages.

#### **Good features**

- Pupils in Y1 experiment with a range of materials and colours; they mix colours appropriately. They use different kinds of paper well; for example they work with transparent paper, tissue paper and sugar paper to create coloured windows.
- Pupils in Y1 use paint and pasta to create effective patterns linked to other cultures. They use weaving techniques to produce pictures of their favourite character in a story.
- In Y2 pupils produce a collection of plates and discuss the materials needed to make them. They experiment effectively with combinations of different colours and patterns and make their own designs, including a pattern for the edging of the plate. They discuss the effectiveness of the designs on completion.
- Pupils at the lower end of KS2 produce attractive work on Celtic patterns. They use printing techniques and study patterns in the work of William Morris. They produce a monoprint of the pattern and create a polystyrene print block. They experiment effectively by rotating and repeating the pattern.
- Pupils in Y3 and Y4 imitate the technique in the work of Allen Jones and work in chalk and experiment with shape. Their finished work is very effective.
- Pupils at the upper end of the school benefit from a visit to the Glyn Vivian Gallery, where they are introduced to the work of many artists including Joseff Herman. They imitate his style and develop a good awareness of line, tone and perspective, when working in charcoal to draw houses, people and bowls of fruit.
- Pupils are successful in art competitions in the local Eisteddfod.

#### **Shortcomings**

- There are no major shortcomings but pupils do not have enough experiences in work linked to three dimensions or world famous artists.

## **Music**

Standards are satisfactory in both key stages.

### **Good features**

- Pupils in KS1 make a special effort to pronounce the words of a number of songs and succeed in keeping tune. They listen well to the tuneful singing of older pupils in whole school singing lessons and join in a number of songs.
- Y1 pupils can identify a number of musical instruments and are aware of the type of sound they make. They use a number of instruments effectively, for example, when imitating the noise fireworks make; they perform this in front of the school. They show an understanding of the basic rudiments of rhythm.
- Y2 pupils can distinguish between different types of music. They understand that a folk song tells a story and that a hymn has another purpose. They experiment successfully with percussion instruments and understand the symbols and terminology for simple dynamics.
- Pupils in KS2 sing a variety of songs; they sing tunefully, giving appropriate attention to dynamics. They sing in tune when unaccompanied, and can keep their part in a round. Their performance shows awareness of the importance of rhythm.
- Pupils in KS2 learn to play the recorder. In Y3 they master the notes necessary for a simple tune and develop in their fingering and tonguing techniques.
- Pupils in Y4, Y5 and Y6 work in groups to create short compositions portraying, for example, the images of the countryside. They experiment with instruments and show good imagination when using a number of untuned instruments.
- A number of pupils in KS2 extend their musical skills by receiving lessons on the flute and clarinet. Many, who receive instrumental tuition outside school, have an opportunity to show their abilities in front of the whole school before assembly starts. This gives them a substantial boost in confidence.
- Pupils across the school perform regularly in the community and take part occasionally in musical competitions.

### **Shortcomings**

- Sessions provided do not always conform with what is recorded in the scheme of work. There is insufficient evidence that all the elements of the music curriculum are covered.
- Insufficient time is provided for music in KS2.
- In whole school singing sessions songs are not always appropriate for the whole age range. Insufficient opportunities are provided for pupils to sing individually, in pairs and in small groups.

- Pupils in both key stages do not have sufficient opportunities to listen to music.
- Limited attention is given to the work of Welsh composers.

## **Physical education**

Standards are good in both key stages. Only gymnastic lessons were observed during the inspection, but evidence suggests that pupils are introduced to all aspects of the NC.

### **Good features**

- Pupils in both key stages dress appropriately for lessons; they have a good understanding of the need for warming up and cooling down exercises at the beginning and end of lessons. They are very aware of safety and are prepared to take responsibility for setting up equipment and putting it away.
- Pupils in Y1 demonstrate increasing suppleness when moving their bodies to form shapes. They develop skills of rolling, twisting and balancing and demonstrate their movements confidently. They are able to twist in a number of ways when using the floor and apparatus and can repeat and refine a sequence of movements.
- Pupils in KS2 use space well and can change direction quickly when jogging, walking and running. They have good ideas for changing the shape of their bodies when working in pairs. They respond well to instructions and show pride in controlling and finishing off a sequence of movements.
- Individuals in Y5 are very confident when giving instructions to the remainder of the class for exercising muscles. They show a good understanding of how the body works.
- Pupils at the upper end of KS2 have swimming lessons in the local pool. The school states that the majority reach NC standards for pupils of eleven years of age.
- Pupils in both key stages have experiences in team games. Older pupils play hockey, netball, rugby and soccer. They compete against other teams and take part in Urdd competitions.
- Evidence suggests that pupils are provided with athletic sessions when preparing for the school sports in the summer and have a variety of experiences in dance, for example, folk dancing, disco and creative dancing.
- The school makes good use of individuals who have excelled in sport on a national level to raise the profile of sport amongst pupils.

### **Shortcomings**

- There are no major shortcomings but pupils are not provided with enough opportunities in gymnastic lessons to evaluate their own work and that of others in order to suggest improvements.

## **Religious education**

Standards are good in KS1 and satisfactory in KS2.

### **Good features**

- The majority of pupils across both key stages show a good knowledge and understanding of Christian festivals and celebrations.
- Pupils in KS1 have a good understanding of the content of Bible stories, including some from the Old and New Testaments. They discuss moral issues linked to such stories as that of Zacchaeus very effectively.
- Following a visit to the local church, pupils in KS1 show an awareness of different parts of a church.
- Y1 pupils develop satisfactory knowledge of the Hindu religion. They make good use of the story of Rama and Sita and of a visitor to the school, who extends their understanding further.
- The majority of pupils across KS2 show a satisfactory understanding of different aspects of the life of Jesus. They are aware of the contribution of individual Christians in the Victorian Age to life in that era.
- Y3 and Y4 pupils make effective use of their visit to a church to develop information about the importance of different parts of the building. They develop knowledge and understanding of the Jewish religion by looking at festivals and celebrations.
- The majority of Y5 and Y6 pupils develop a good awareness of the Muslim religion. They discuss the five pillars of Islam effectively.

### **Shortcomings**

- Pupils' skills in using artefacts to extend their understanding of faiths are not sufficiently developed.
- The knowledge and understanding of the majority of pupils in KS2 on a number of aspects related to the significance of Church ceremonies are not sufficiently developed.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The key issues identified in the last inspection were to:

1. improve the quality of learning, teaching and standards of achievement pre and lower KS1;

2. improve standards in music throughout the school, physical education in KS1 and at the start of KS2 and in geography and aspects of science and Welsh in KS1;
3. revise the SDP so that planning is based on more specific priorities and identify how aspects are to be evaluated:
4. monitor more effectively the quality of teaching across the school.

The school has made satisfactory progress since the last inspection, Although it has responded to many of the key issues, evidence that this has been done in a structured form is limited.

1. A new early years specialist has been appointed. Her awareness of the needs of children under five years of age has ensured improvement in provision. Although there is insufficient accommodation for these children, the provision is good in all areas except for physical development, which is satisfactory. Although Y1 pupils share the same classroom, standards of pupils in Y1 are also consistently good and the quality of learning and teaching is consistently good and sometimes very good.
2. Standards have improved in music and physical education across the school and in Welsh in KS1. Geography and science are now satisfactory.
3. The SDP identifies priorities and focuses on various aspects of school life. It is linked to spending and has a time scale for implementation. However, it is a short term SDP and does not give clear direction for the future.
4. The school has stated that a start has been made on monitoring aspects of subjects, but no specific monitoring of teaching has yet taken place as a number of new teachers have been appointed recently. However, the teaching during the inspection was judged to be of a high quality.

## **8.2 Key Issues for Action**

In order to make further progress and to achieve its potential the school needs to:

- maintain the good standards achieved in some subjects and aspects, while responding to the shortcomings identified in the report;
- refine schemes of work, so that they give clear guidance and record the exact curriculum provided by the school;
- improve the quality of self-assessment so that the school can move forward;
- establish links between the school and industry;
- provide policies on key skills and child protection.

The inspection team would like to thank the parents, teachers, governors and pupils of Ysgol Gynradd Llannon, Llanelli for their help and co-operation during and after the inspection.

## APPENDIX

### A. Basic Information About the School

|                      |                                    |
|----------------------|------------------------------------|
| Name of School       | Ysgol Gynradd Llannon              |
| School type          | LEA Controlled                     |
| Age -range of pupils | 3.5-11                             |
| Address of school    | Heol-y-Nant<br>Llannon<br>Llanelli |
| Post-Code            | SA14 5AL                           |
| Telephone Number     | 01269 841563                       |

|                      |                     |
|----------------------|---------------------|
| Headteacher          | Mr C Morgan         |
| Date of appointment  | April 1980          |
| Chair of Governors   | Mr I Ellis-Williams |
| Registered Inspector | Mrs Eleri Betts     |
| Dates of inspection  | 26/27 November 2001 |

### B. School Data and Indicators

| <i>Number of pupils in each year group</i> |    |    |    |    |    |    |    |       |
|--|----|----|----|----|----|----|----|-------|
| Year group                                 | R  | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils                           | 12 | 9  | 16 | 9  | 9  | 17 | 13 | 85    |

| <i>Total number of teachers</i> |           |           |                            |
|---------------------------------|-----------|-----------|----------------------------|
|                                 | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers              | 4.72      | 0.28      | 5                          |

| <i>Staffing information</i>   |        |
|---|--------|
| Pupil : teacher (fte) ratio (excluding nursery and special classes) | 18:1   |
| Average class size, excluding nursery and special classes           | 18     |
| Teacher (fte) : class ratio   | 1.25:1 |

| <i>Percentage attendance for three complete terms prior to the inspection</i> |        |        |        |              |
|---|--------|--------|--------|--------------|
|   | R      | KS1    | KS2    | Whole school |
| Term 1  | 93.74% | 91.75% | 96%    | 93.87%       |
| Term 2  | 94.34% | 92.71% | 96.32% | 94.45%       |
| Term 3  | 94.46% | 92.8%  | 96.4%  | 94.64%       |

|   |   |
|---|---|
| Number of pupils excluded during 12 months prior to inspection. | 0 |
|---|---|

### C. Results of National Curriculum Assessments and Public Examinations

|   |                           |
|---|---------------------------|
| <b>National Curriculum Assessment KS 1 Results: 2001</b>  | Number of pupils in Y2: 9 |
| As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included |                           |

|   |     |           |     |
|---|-----|-----------|-----|
| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment |     |           |     |
| In the school:  | 78% | In Wales: | 81% |

|  |                           |
|--|---------------------------|
| <b>National Curriculum Assessment KS 2 Results: 2001</b>   | Number of pupils in Y6: 6 |
| As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included |                           |

|   |       |                |       |
|---|-------|----------------|-------|
| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) |       |                |       |
| by Teacher Assessment   |       | by Test        |       |
| In the school:  | 83.3% | In the school: | 83.3% |
| In Wales:   | 68%   | In Wales:      | 68%   |

### D. The Evidence Base of the Inspection

- The school was inspected by a team of four inspectors. Of the three professional inspectors two were at the school for four days while the third was at the school for three days. The lay inspector was at the school for two days.
- School documentation was scrutinised closely before the inspection.
- 37 lessons or parts of lessons were observed.
- Discussions were held with pupils in the classes, during break times and around the school.
- Formal interviews were held with all members of staff, who held curricular and managerial responsibilities, and informal discussions took place with all staff who were involved in the running of the school.
- Pupils' written work was closely scrutinised by looking at a sample of books in every subject across all classes.

- Twenty-one parents attended the pre-inspection meeting; 43 questionnaires were returned and 83% of these were positive.

### **E. Composition and Responsibilities of the Inspection Team**

| <b>NAME</b> | <b>ASPECTS</b>  | <b>SUBJECTS</b>   |
|-------------|---|---|
| Mrs E Betts | 1. The school and its priorities<br>2. Main Findings<br>5.2 Assessment, recording and reporting<br>5.3 Curriculum<br>6.2 Leadership and efficiency<br>6.3 Staff, accommodation and learning resources<br>8.1 Progress since the last inspection<br>8.2 Key issues for action  | Early years<br>Welsh<br>English<br>Design and technology<br>Music<br>Art<br>Physical Education  |
| Mr E James  | 4.2 Behaviour and attitudes<br>4.3 Attendance<br>5.6 Partnership with parents and the community, schools and other organisations<br>5.7 Partnership with industry   |   |
| Mr B Jones  | 3.1 Standards attained in subjects and fields of learning<br>3.2 Standards attained in key skills across the curriculum<br>4.1 Pupils' spiritual, moral, social and cultural development<br>5.1 Teaching<br>5.4 Support, guidance and pupils' welfare<br>5.5 Provision for pupils with SEN<br>6.1 Quality of self-assessment and planning for improvement | Mathematics<br>Science<br>History<br>Geography<br>Information Technology<br>Religious education |