

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

**Llanpumsaint Primary School
Llanpumsaint
Carmarthen
Carmarthenshire
SA33 6BY**

School Number: 669/2019

Date of Inspection: 2- 4 November, 2004

**by
Miss D Morris
WO 83/16211**

**Date: 7 January, 2005
Under Estyn contract number: T/44/0P**

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Llanpumsaint 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 Llanpumsaint Primary School took place between 2-4 November, 2004. An independent team of inspectors, led by Miss D Morris, Registered Inspector 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:

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

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.

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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

The school is situated in the rural village of Llanpumsaint, eight miles from the town of Carmarthen in Carmarthenshire. The school serves the village and the immediate area. The number of pupils on roll has increased during the last five years, but there has been a reduction during the current year. During the inspection, the school had 44 pupils aged 3-11 on roll.

The area is described as neither prosperous nor economically disadvantaged. Two per cent of pupils are registered to receive free school meals. This figure is significantly below the local education authority (LEA) average.

Pupils attending the school represent the full range of ability. Seven pupils (16%) are designated as having special educational needs [SEN], including one pupil with a statement of SEN. This figure is below the LEA and national average.

Welsh is the day-to-day language of the school and the main medium of teaching and learning. 55% of pupils come from homes where English is the first language.

The school was last inspected in 1999. The headteacher has been in post since December 2003. In the period leading up to the inspection a good number of changes in staffing and classroom responsibilities took place. During the course of the inspection, a supply teacher taught the key stage 1(KS1) class.

The school's priorities and targets

The school's major priorities and targets for 2004-2005 include:

- to complete the schemes of work;
- to develop the arrangements for assessing pupils' progress;
- to improve standards in the key skills;
- to develop further home school links and partnerships;
- to provide additional training for staff, including the support staff.

Summary

1. The school achieves its aim of creating a happy and caring community which values and supports its pupils. The self-evaluation report, produced by the school before the inspection, provides a clear analysis of the strengths and weaknesses of the school. The inspection team agreed with the great majority of the judgements contained in the report.

Table of grades awarded

2. The inspection team judged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	Grade 3
2 How effective are teaching, training and assessment?	Grade 4
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 4
4 How well are learners cared for, guided and supported?	Grade 2
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 3

Standards

3. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	8%	46 %	46%		

4. 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.

Subjects

5. In the subjects inspected, pupils' standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
Science	Grade 3	Grade 4
Information Technology	Grade 4	Grade 4
History	Grade 4	Grade 2
Music	Grade 3	Grade 3
Physical Education	Grade 2	Grade 2

6. Pupils of all ages and abilities make consistent progress in their knowledge, understanding and skills and achieve the general learning objectives set for the class. However, in the subjects inspected, more able pupils' knowledge and skills are insufficiently extended.

7. Early Years' children make good progress in the key skills of listening, speaking, reading, writing, numeracy and in using information and communications technology (ICT).
8. In KS1, pupils' standards and progress in the key skills of speaking, listening, reading and writing Welsh across the curriculum are good.
9. In KS2, pupils' listening skills are very good and they speak confidently in English and Welsh. More able pupils use appropriate subject vocabulary to express their ideas. Pupils develop into independent readers but they make insufficient use of their reading skills to gather information from different sources. Some individuals at the upper end of the school produce pieces of writing of a good standard. In general, pupils produce pieces of writing which contain errors in spelling and syntax. This mars the quality of their work.
10. In both key stages, pupils' numeracy skills have not developed sufficiently across the curriculum. Pupils do not develop and improve their skills regularly through investigative tasks in a range of contexts. Although pupils make increasing use of ICT to support their learning, progress and standards of achievement across the subjects, are uneven.
11. Pupils with special educational needs make satisfactory progress and achieve the targets set for them. As yet, individual targets are not set for other pupils. In general, pupils do not have sufficient awareness and understanding of their strengths and weaknesses and of what they need to do to achieve higher standards.
12. Pupils' standards in bilingual competency show good progress, particularly their speaking and reading skills. Pupils' writing skills are less secure. The successful development of pupils' bilingual skills is a main aim of the school.
13. Pupils work together effectively and show very good development in their personal and social skills. Their creative, investigative and problem-solving skills are insufficiently developed.
14. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good. They work hard in lessons, readily join in the range of activities provided and show enthusiasm for their work.
15. In the National Curriculum (NC) assessments in KS1 in 2004, pupils' attainment in mathematics and science is above the county and national average. It is below in Welsh. In KS2, in the NC tests in 2004, pupils' attainment in English, Welsh, mathematics and science is below the county and national averages.
16. When compared with the most recent results for similar schools across Wales, the school's results overall, in both key stages, are below the average. There is no significant difference in the performance of boys and girls.
17. Pupils' behaviour is very good. They have a good understanding of what is expected of them and the oldest are developing into mature young citizens.

18. Pupils' understanding of equal opportunities issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society.
19. Visits to places of educational interest and involvement in local activities effectively broaden pupils' understanding of their own community. Pupils' awareness of the world of work is insufficiently developed.
20. Attendance averaged 95% for the three previous terms. Most pupils attend school regularly and are punctual at the start of the school day.

The quality of education and training

21. In the lessons inspected, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	33%	67%	0%	0%

22. The teachers have a good relationship with pupils and they use positive praise and encouragement to support the learning. The teachers succeed in creating a purposeful working environment within lessons.
23. The features of the good teaching observed include:
 - lessons with clear objectives;
 - the teachers' good subject knowledge;
 - interesting presentations at the beginning of lessons and clear explanations when allocating tasks;
 - effective questioning;
 - high levels of support for each pupil;
 - a detailed review at the end of each lesson.
24. The main shortcomings observed include:
 - a lack of pace in the teaching and learning;
 - tasks that lack sufficient challenge to meet pupils' learning needs;
 - insufficient attention to the requirements of NC programmes of study;
 - too few opportunities for pupils to work independently.
25. The school is in the process of restructuring its assessment procedures and has recently introduced a new system in the early years. At present, the school's procedures are insufficient to enable staff to keep a detailed review of pupils' development in every subject or to assist them with the planning of future teaching and learning. The annual reports to parents conform with statutory requirements and are of good quality.
26. The school responds satisfactorily to pupils' needs and interests and offers pupils equal opportunities to a broad curriculum. The teachers' termly plans are insufficiently detailed to ensure continuity and progression in the learning in each subject, or to promote the consistent development of pupils' key skills

across the curriculum. The quality of short-term planning is also variable. Lesson objectives and the organisation of activities need to ensure that pupils are offered appropriate challenge to extend their learning.

27. Suitable learning experiences effectively promote pupils' spiritual, moral, social and cultural development and this is reflected in the daily life and work of the school. Good procedures reflect the school's commitment to equal access and opportunities for all.
28. Links with the majority of parents and other partnerships are good, as indicated by the questionnaires returned. Parents make an effective contribution by supporting the schools' activities and by raising funds. The staff and the governing body are aware of the need to develop further the communication links with parents. This is one of the school's main targets.
29. The provision of pupils with SEN is good and conforms with the requirements of the statutory Code of Practice.

Leadership and management

30. The new headteacher leads the school with a sense of purpose. The task of reviewing school documentation and of producing new policies and procedures has begun.
31. Staff appraisal procedures are in place and promote teachers' continuous professional development appropriately.
32. The headteacher is developing suitable self-evaluation procedures to monitor the educational provision at the school. A whole school programme has been devised but its implementation is at an early stage.
33. The school development plan (SDP), which is in draft form, offers a clear structure for the development of the school. However, the targets included have not been prioritised sufficiently to address the school's current needs.
34. The governing body fulfils all its regulatory and legal responsibilities. It supports the headteacher in setting the strategic direction of the school and members visit the school to observe and discuss matters that require attention. The governing body now needs to develop its role further in monitoring standards and the quality of provision.
35. The budget is managed carefully by the headteacher in consultation with the governing body. Overall, the school offers value for money.
36. The inspection team agreed with most of the judgements made by the school in its self-evaluation report. Since the last inspection the school has succeeded in maintaining the good standards in some subjects and has initiated many good improvements in relation to the building and in extending the play facilities for children under five. Progress overall is uneven. The deficiencies in the quality of curriculum planning have not been addressed sufficiently.

37. There are enough suitably qualified teachers and support staff to carry out the work of the school. Overall, there are sufficient resources of good quality to meet the needs of the CC but there is a shortage of resources in science and music. Space within the building for whole school activities is limited. The school overcomes the limited facilities for physical education by using the local village hall and playing field, and the leisure centre in a nearby town. There is effective use of the local environment, the community and educational sites, such as the museum, to enrich pupils' learning

Recommendations

38. In order to improve, the school needs to:
- maintain the good standards and improve standards in the subjects and aspects where shortcoming have been identified;
 - complete the school development plan, and prioritise the targets in order to address the school's main needs;
 - improve curriculum planning to ensure that the provision offers pupils appropriate challenge, and to promote better continuity and progression in the learning in all subjects;
 - offer pupils regular opportunities to use their key skills across the curriculum;
 - develop the school's assessment arrangements and use them to plan and improve the learning;
 - build upon the whole school self-evaluation system as a means of ensuring improvement;
 - develop further the role of the governing body in monitoring standards and the quality of provision.

Standards

Key question 1: How well do learners achieve?

Grade 3 good features outweigh shortcomings

39. The findings of the inspection team concur with the school's judgement in its self-evaluation report.

40. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1 8%	Grade 2 46%	Grade 3 46%	Grade 4	Grade 5
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41. 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.

42. In the subjects inspected, pupils' standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 3	Grade 3
Science	Grade 3	Grade 4
Information Technology	Grade 4	Grade 4
History	Grade 4	Grade 2
Music	Grade 3	Grade 3
Physical Education	Grade 2	Grade 2

43. Pupils of all ages and abilities make consistent progress in their knowledge, skills and understanding and achieve the general learning objectives set for the class. However, in the subjects inspected, more able pupils' knowledge and skills are insufficiently extended.

44. Pupils with SEN make satisfactory progress and achieve the targets set for them. To date, individual targets are not set for other pupils. In general, pupils do not have sufficient awareness and understanding of their strengths and weaknesses and of what they need to do to achieve higher standards.

45. Early Years' children make good progress in the key skills of listening, speaking, reading, writing, numeracy and in using ICT.

46. In KS1, pupils' standards and progress in the key skills of speaking, listening, reading and writing Welsh across the curriculum are good.

47. In KS2, pupils' listening skills are very good and they speak confidently in English and Welsh. More able pupils use appropriate subject vocabulary to express their ideas. However, a good number of pupils' subject vocabulary is

- limited. Pupils develop into independent readers but they make insufficient use of their reading skills to gather information from different sources. Some individuals at the upper end of the school produce pieces of writing of a good standard. In general, pupils produce pieces of writing which contain errors in spelling and syntax. This mars the quality of their work.
48. In both key stages, pupils' numeracy skills have not developed sufficiently across the curriculum. Pupils do not develop and improve their skills regularly through investigative tasks in a range of contexts. Although pupils make increasing use of ICT to support their learning, progress and standards of achievement across the subjects, are uneven.
 49. Pupils' standards in bilingual competency show good progress, particularly pupils' speaking and reading skills. Pupils' writing skills are less secure. The successful development of pupils' bilingual skills is a main aim of the school.
 50. Pupils show very good development in their personal and social skills and in their ability to work together. Their creative, investigative and problem-solving skills are insufficiently developed. Pupils' ability to work independently is improving. Older KS2 pupils make increasing use of dictionaries and IT to support their learning.
 51. In the National Curriculum (NC) assessments in KS1 in 2004, pupils' attainment in mathematics and science is above the county and national average. It is below in Welsh. In KS2, in the NC tests in 2004, pupils' attainment in English, Welsh, mathematics and science is below the county and national averages.
 52. When compared with the most recent results for similar schools across Wales, the school's results overall, in both key stages, are below the average. There is no significant difference in the performance of boys and girls.
 53. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good. They work hard in lessons, readily join in the range of activities provided and show enthusiasm for their work.
 54. Pupils' behaviour is very good and the oldest are developing into mature young citizens. They move around in an orderly manner and exercise a high degree of self-discipline. They are considerate and courteous and this responsible attitude has a positive effect on the progress they make.
 55. Pupils' understanding of equal opportunities issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society.
 56. Visits to places of educational interest and involvement in local activities effectively broaden pupils' understanding of their own community. Pupils' awareness of the world of work is insufficiently developed.
 57. Attendance averaged 95% for the three previous terms. Most pupils attend school regularly and are punctual at the start of the school day.

The quality of education and training

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

Grade 4: some good features, but shortcomings in important areas

58. The findings of the inspection team concur with the judgement of the school in its self-evaluation report.

59. In the lessons observed, the quality of teaching was judged as follows:

The quality of teaching in the subject and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	33%	67%	0%	0%

60. The percentage of satisfactory lessons is above the Welsh Assembly Government [WAG] target of 95% satisfactory or better but the percentage of good or very good lessons is below the WAG target of 50% good or better.

61. The teachers have a good relationship with pupils and they use positive praise and encouragement to support the learning. The teachers succeed in creating a purposeful working environment within lessons.

62. During the inspection, teachers' planning in general gave appropriate attention to lesson objectives and the teaching approaches and the resources matched the activities.

63. Pupils' bilingual competency is effectively promoted through purposeful reinforcement and sensitive support and encouragement.

64. The good features observed in the teaching include:

- lessons with clear objectives;
- teachers' good knowledge of their subject;
- interesting presentations at the beginning of lessons and clear explanations when allocating tasks;
- effective questioning;
- high levels of support for each pupil;
- a review of lesson objectives at the end of each session.

65. The main shortcomings observed include:

- a lack of pace in the teaching and learning;
- tasks that lack sufficient challenge to meet pupils' learning needs;
- insufficient attention to the requirements of NC programmes of study;
- too few opportunities for pupils to work independently,

66. The school is in the process of restructuring its assessment arrangements and has recently introduced a new system in the early years. Some records are kept of pupils' achievements, including baseline assessment and records of pupils' performance in national tests and other standardised assessments. These records are insufficient to enable staff to keep a detailed review of pupils' development in every subject or to assist teachers in planning the teaching and learning.
67. The annual reports to parents conform with statutory requirements and are of good quality. They include observations on pupils' achievements and their skills in every subject of the NC and religious education, and the desirable objectives for children under five. They also include guidance on the next stages in the pupils' educational development.
68. Teachers observe pupils' work and offer appropriate guidance. With some exceptions, pupils' work is regularly marked and some of the teachers' comments offer pupils clear guidance on how they can improve the standard of their work. At times, pupils' efforts only are commented upon with no reference to the standard of the work.

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

Grade 4: some good features, but shortcomings in important areas

69. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 3.
70. The school responds satisfactorily to pupils' needs and interests and offers pupils equal opportunities to a broad curriculum in the early years and across the two key stages. Teachers are updating policies and schemes of work, but the process is uneven.
71. The teachers' curriculum planning is insufficiently developed. Termly plans lack sufficient detail to ensure continuity and progression in the learning in all subjects. The quality of short-term planning is variable. There is a need to ensure that lesson objectives and the organisation of activities offer pupils appropriate challenge to extend their learning.
72. Teachers are aware of the need to ensure that pupils acquire basic and key skills, but planning is insufficient to ensure that these skills are consistently developed.
73. The school offers good opportunities for out of school learning that complement and extend the curriculum. These include visits to places of educational interest linked to class themes, and school clubs such as the Urdd.
74. Suitable learning experiences effectively promote pupils' spiritual, moral, social and cultural development. Pupils successfully undertake a range of

responsibilities in the school. They demonstrate respect for the environment, for their peers and adults, and for people who are less fortunate than themselves. The daily acts of collective worship make an important contribution to developing pupils' understanding of moral issues and help them to respect truth and justice.

75. The school succeeds well in developing pupils' bilingual skills, particularly their oral and reading skills. In KS2, both Welsh and English are used as teaching media within lessons in subjects such as science. Their use has not been structured sufficiently to ensure effective teaching and learning at all terms.
76. There is appropriate emphasis on studying the heritage and culture of Wales and the Cwricwlwm Cymreig (Welsh Curriculum) through aspects of the curriculum, extra curricular activities, and community activities. The new headteacher is developing the school's personal and education (PSE) programme and pupils participate in purposeful circle time activities.
77. Links with the majority of parents and other partnerships with the school are good as demonstrated by the questionnaires returned. Pupils make an effective contribution by supporting school activities and by raising funds. The staff and the governing body are aware of the need to develop further the communication links with parents. This is a main target of the school.
78. The school plays a prominent role in the community and works closely with the local chapels and churches. The partnership with the secondary schools and with other primary schools in the area is good.
79. Good equal opportunities procedures reflect the school's commitment to equal access and opportunities for all. The ethos of the school promotes the values of mutual respect and respect for other people's contributions.
80. No recent evidence of the school's links with business was observed. Older pupils can discuss the advantages and disadvantages of recent developments in industry but, generally, pupils' knowledge of the world of work is limited.
81. Pupils have a developing understanding of sustainable development and participate in initiatives which are based on environmental improvements.

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

Grade 2: good features and no important shortcomings

82. The findings of the inspection team concur with the judgement of the school in its self-evaluation report.
83. The school is a happy and caring community where pupils feel appreciated and supported. There is a good relationship between the pupils and their peers, and between pupils and the teachers and other adults.

84. The teaching and support staff provide a safe and secure environment for the pupils. The policies on discipline and bullying are clear and the school acts without delay to resolve any problems regarding unacceptable behaviour.
85. In general, parents are supportive of the school. New parents are invited to visit the school and receive a useful information pack.
86. The school carefully monitors pupil attendance and punctuality.
87. Health and Safety policies, including fire prevention and first aid, are in place and appropriate procedures are followed. Risk assessments are undertaken in relation to relevant aspects of provision.
88. Child Protection policies are well documented and members of staff are aware of the correct procedures. The school's sex education policy is implemented appropriately. Equal opportunity policies are in place and the school actively promotes gender and race equality.
89. The provision of pupils with SEN is good and conforms with the requirements of the statutory Code of Practice. Six pupils are included on the school action stage and one pupil is in receipt of a statement of SEN.
90. The SEN co-ordinator and the support teacher have a good knowledge of pupils' needs and collaborate closely. A member of the governing body has recently been nominated to undertake responsibility for SEN. The support teachers, the class teachers and the classroom support staff offer pupils good support and ensure that they have full access to the curriculum and to all school activities.
91. Individual education plans (IEPs) are prepared for pupils with SEN. They include specific learning objectives which meet the needs of individual pupils. Pupils make satisfactory progress. The school works closely with parents, external agencies and with one of the secondary schools in developing its provision for pupils with SEN.
92. Pupils have regular opportunities to discuss issues such as citizenship, and the importance of respect and understanding, but these discussions have not been sufficiently extended. However, pupils gain a good understanding of the need to respect others.
93. The school understands that the building is not entirely suitable for disabled pupils and has made some improvements. The governing body is reviewing the aspects that require attention.

Leadership and management

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

Grade 3: good features outweigh shortcomings

94. The findings of the inspection team concur with the judgement made by the school in its self-evaluation report.
95. The new headteacher leads the school with a sense of purpose and has a clear understanding of the future direction of the school. The process of reviewing school documentation and producing new policies and procedures is developing.
96. In the period leading up to the inspection, a good number of changes in staffing and classroom responsibilities took place. During the course of the inspection, a supply teacher taught the KS1 class.
97. The school takes suitable account of national priorities. Recent initiatives, such as the development of ICT resources, enable more children to achieve better standards. The development of the School Council helps pupils to contribute to decisions that directly affect them. It also contributes to their understanding of citizenship.
98. The SDP, which is in draft form, offers a clear structure for developing the school. There are appropriate processes in place for setting targets, and the headteacher and the governing body review the targets set. The implementation of the new targets is at an early stage.
99. The school budget is managed carefully and expenditure is linked to school priorities. Overall, the school offers value for money.
100. The school self-evaluation system includes suitable procedures for evaluating the educational provision and appropriate opportunities are offered to staff to consider the provision in some subjects. These arrangements lack sufficient structure to initiate further improvements.
101. The staff appraisal scheme is in place and promotes teachers' continuous professional development. Courses undertaken by staff in subjects, such as ICT, and the support of the LEA advisory service have had a beneficial effect in improving aspects of provision.
102. The governing body meets regularly and is fully supportive of the work of the school. It contributes fully to setting the strategic direction of the school and is kept informed by the headteacher regarding the issues that need to be addressed through termly reports. Members visit the school to observe and discuss matters that require attention and report to the full governing body. The governing body now needs to develop its role further in monitoring standards and the quality of provision.

103. The governing body fulfils all its regulatory and legal responsibilities.

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

Grade 4 some good features, but shortcomings in important areas

104. The findings of the inspection team concur with the judgement made by the school in its self-evaluation report.
105. The new headteacher is developing appropriate self-evaluation procedures in order to monitor the quality of the educational provision. A whole school programme has been planned but its implementation is at an early stage. A system to track pupils' progress is also being developed.
106. Collaborative planning and discussion amongst the staff is underdeveloped. Minutes of staff meetings were not seen during the inspection.
107. As part of the team teaching approach in KS2, individual teachers plan, teach and monitor individual subjects. The system requires a better structure if it is to lead to improvements.
108. A new SDP is being prepared. The action plans, which have been completed, include suitable targets for improvement but attention to quantitative targets is limited. There is a need to prioritise the issues that require attention in order to address the main needs of the school at the present time.
109. To date, pupils' results in a range of assessments, including base-line assessment, teachers' assessment and national tests in KS2 are not analysed. Procedures to identify individual targets for pupils are not yet in place.
110. The staff appraisal system is in place and contributes appropriately to identifying teachers' professional development needs.
111. The school's self-evaluation report, which was prepared before the inspection, offers a clear analysis of the school's strengths and weaknesses. The inspection team agreed with the judgements made by the school in five of the seven key questions.
112. Since the last inspection, the school has succeeded in maintaining the good standards in some of the subjects inspected. It has secured many good improvements to the building and has provided additional play facilities for children under five. The school's progress overall, however, is uneven. Insufficient attention has been given to the shortcomings identified in the quality of curriculum planning. The planning is insufficient in some subjects, such as IT across the school and mathematics in KS2, to ensure appropriate attention to all the requirements of the NC programmes of study

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

Grade 3: good features and no important shortcomings

113. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.
114. The number of teachers is sufficient for the size of school and they are appropriately qualified for the age range that they teach. Classroom assistants are employed to support teachers and to provide individual support for children with SEN. Their contribution is valuable and effective. There is good use of the subject expertise of teachers who teach at the school for a number of hours each week.
115. The headteacher has been in post for two terms. One teacher has been on a short-term contract for the last three years and the supply teacher, in KS1, has been at the school for a short period of time. Given the staffing situation at the school, it is understandable that the head undertakes responsibility for leading and co-ordinating a number of aspects of the provision. However, this situation creates a heavy workload.
116. There is a strong commitment to the continuous professional development of staff and this is reflected in recent initiatives, such as the use of IT to support the teaching and learning in the classrooms.
117. The school has sufficient resources of good quality in the majority of the NC subjects and they are used well in some subjects to support the learning. There is a shortage of resources in science and music, and information books are more limited particularly in key stage 1. The investment in IT resources and equipment is promoting better standards across the school.
118. The school is located on an attractive site with a playground for games, a garden and a purposeful play area for the younger children. The play area is limited when all the pupils use it at the same time. The school buildings and the yard are kept clean.
119. Recent improvements to the building have significantly improved the facilities. They include the provision of a staff room, including a school office, a school library and additional space for group work. There is a need to implement the recent auditor's report regarding the safety of the external doors at the back of the school.
120. Space for whole school activities is limited. The school overcomes the limited facilities for physical education by using the local village hall and playing field, and the leisure centre in a nearby town. The space and facilities for lunchtime is very limited and is being monitored by the governors. At present, the support of all members of staff ensures that lunchtime arrangements proceed effectively. Storage space is limited in the school but the recent acquisition of

cupboards has been of considerable benefit. The use of examples of pupils' work around the building creates an attractive environment.

121. The school plans the acquisition of additional resources in accordance with its priorities and school targets. The headteacher has begun evaluating the future resource needs of the school.

Standards achieved in subjects and areas of learning

Welsh

Key Stage 1 - Grade 3: good features outweigh shortcomings.

Key Stage 2 - Grade 3: good features outweigh shortcomings.

Good features

122. In both key stages, pupils listen very well to teacher presentations and to instructions. They respond in lessons by offering relevant observations and they develop well in their ability to discuss their work.
123. In both key stages, pupils read texts that are appropriate for their age and ability. They make effective use of a range of reading strategies and they can sequence events correctly. In KS1, the confident readers read fluently and demonstrate a good understanding of the content of the book. In KS2, the best readers read meaningfully and to a very good standard.
124. Older KS2 pupils use dictionaries correctly and can gather information from different sources.
125. In both key stages, pupils write in a range of forms. In KS1, individual pupils produce more extended pieces of writing using appropriate vocabulary and the correct forms of the verb. These pupils' spelling skills improve consistently.
126. In KS2, pupils write in creative and factual forms and demonstrate increasing mastery of punctuation and paragraphing. Individuals produce more extended pieces of writing containing interesting descriptions. This work is of a good standard.

Shortcomings

127. In both key stages, a significant number of pupils' work contains many errors in spelling, punctuation and syntax.
128. In KS2, pupils make insufficient use of the drafting and editing processes to improve their writing and to develop self-assessment skills.

Science

Key Stage 1 - Grade 3: good features outweigh shortcomings

Key Stage 2 - Grade 4: some good features, but shortcomings in important areas

Good features

129. Pupils know the difference between living and non-living things. They can name the different parts of the body correctly and they know the main features and purpose of their senses.
130. Older pupils can discuss knowledgeably the life cycle of a number of animals and they know the factors that affect plant growth.
131. Pupils record their observations clearly in the form of pictures and simple sentences. Older pupils use correct scientific terms correctly.
132. In KS2, the older pupils have a secure understanding of life processes and living things. They can name the different organs of the body and describe how they work. They understand the effect of physical education on the heartbeat.
133. Younger pupils know that some drugs cure people, but that others are dangerous. They understand the meaning of a balanced diet and they can explain what foods are necessary for healthy growth.
134. The older pupils are aware of the need for a fair test and the more able pupils can explain correctly the factors that are necessary to undertake such a test.
135. The older more able pupils can record their work clearly and they use scientific terms correctly.

Shortcomings

136. In both key stages, pupils' investigative skills have not developed sufficiently.
137. In KS2, a good number of pupils' range of knowledge is limited.
138. In KS2, pupils' ability to record their work in their own words is underdeveloped.
139. In both key stages, pupils make insufficient use of their IT skills to investigate and record their investigations.

Information Technology

Key Stage 1 - Grade 4: some good features, but shortcomings in important areas

Key Stage 2 - Grade 4: some good features, but shortcomings in important areas

Good features

140. In KS1, pupils use the mouse confidently to create shapes, pictures and colourful patterns. They use their word processing skills satisfactorily to produce and present their written work. Individuals achieve good standards.
141. The pupils use a variety of programs competently to reinforce their basic skills. With support, the older pupils can print their work. Pupils make suitable use of listening centres to develop their reading and listening skills.
142. In KS2, a small number of older pupils demonstrate good independent skills and they use the computer confidently.
143. Pupils can load, store, access and print their work correctly. They use their word processing skills competently to record their work and to present final copies of their writing.
144. The older pupils can gather and print information from the Internet and CD-ROM.
145. Pupils make suitable use of the digital camera to take photographs as part of their topic work.

Shortcomings

146. In both key stages, the skills of a significant number of pupils across the applications have not developed sufficiently.
147. In KS2, pupils do not use their skills sufficiently regularly to support their work across the subject.

History

Key Stage 1 - Grade 4: some good features, but shortcomings in important areas

Key Stage 2 - Grade 2: good features and no important shortcomings

Good features

148. In KS1, more able pupils have a good knowledge of change over time and can discuss artefacts from the past and compare them with current products. They can differentiate between the old and new.
149. Older pupils can place events in their own lives in the correct sequence and they use correct historical terms to discuss the passage of time.

150. When discussing toys of today and from the past, pupils begin to gather information by creating a relevant questionnaire to use with members of their family.
151. In KS2, pupils have a good knowledge of the historical periods that they have studied. They can make sensible comparisons between the periods and can discuss how living conditions have changed over time.
152. Pupils have a good knowledge of the effect of the conflict during the Rebecca Riots and they can discuss the history of the Second World War effectively. They are aware of the living conditions of the periods and they discuss events and personalities knowledgeably.
153. Pupils have a good awareness of chronology and can place the main historical periods on a time-line correctly. Their understanding of historical terms is good.
154. Pupils are aware of the different types of historical evidence and use it effectively in their work.

Shortcomings

155. In KS1, the range and depth of pupils' knowledge is limited.
156. In KS1, pupils' ability to order and communicate their knowledge and understanding is underdeveloped.
157. In KS2, more able pupils do not undertake independent historical investigations sufficiently.

Music

Key Stage 1 - Grade 3: good features outweigh shortcomings

Key Stage 2 - Grade 3: good features outweigh shortcomings

Good features

158. In KS1, pupils sing a variety of suitable songs and hymns to a satisfactory standard.
159. The majority of pupils can name tuned and un-tuned instruments. They can accompany their singing and keep to a steady beat.
160. They investigate a range of sound sources and can select the most suitable sources for specific tasks. They have a satisfactory understanding of musical terms.
161. Pupils can imitate rhythm correctly, create a short composition and perform it appropriately.

162. In KS2, pupils know a variety of suitable songs and hymns. They sing sweetly and give suitable attention to musical features whilst performing. The valuable experiences of singing in shows, concerts and the proms succeed in extending pupils' performance skills.
163. Pupils can identify orchestral instruments and other tuned and un-tuned instruments. They investigate effectively the different ways of playing these instruments.
164. Pupils listen to different types of music and can discuss the different aspects of the music and their response to it. Their responses demonstrate their increasing understanding of musical features.
165. In KS2, every pupil learns to play the recorder and a good number take advantage of the opportunities provided to learn to play other musical instruments. They come to read notation and to understand aspects, such as time, tempo and dynamics.

Shortcomings

166. In KS1, pupils' control of breathing and dynamics is insufficiently developed.
167. In both key stages, pupils' ability to compose and appraise their compositions and the performances of others is insufficiently developed.
168. In both key stages, pupils do not make sufficient use of IT in their work in music.

Physical Education

Swimming lessons were observed in both key stages.

Key Stage 1 - Grade 2: good features and no important shortcomings

Key Stage 2 - Grade 2: good features and no important shortcomings

Good features

169. In both key stages, pupils behave well in lessons. They listen carefully to instructions and follow them correctly.
170. In KS1, the great majority of pupils display increasing confidence when mastering various techniques in the pool.
171. In KS2, pupils demonstrate a good range of strokes and techniques. Individual pupils achieve very good standards.
172. Pupils are aware of health and safety requirements in the swimming pool.

Shortcomings

173. In both key stages, a small minority of pupils' skills are insufficiently developed.

School's response to the inspection

174. I wish to express my thanks for the courteous and professional manner in which the inspection was conducted.

175. I also appreciate the fact that reference is made to pupils' very good standards of behaviour and that they have respect for the diversity of beliefs, attitudes and cultural traditions within society. Reference is also made to the ethos of the school, which reflects pupils' respect for each other and for other people's contributions.

176. The report's recommendations will offer the school the way forward to develop further in the future. The staff and governors will prepare an appropriate action plan and a copy will be sent to all the parents. The governors' annual report to parents will also include a statement on the progress made in addressing the recommendations made.

Appendix A

Basic information about the school

Name of school	Llanpumsaint Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Llanpumsaint Carmarthen Carmarthenshire
Post-code	SA33 6BY
Telephone number	01267253446

Headteacher	Mrs G A Davies
Date of appointment	1 December, 2003
Chair of governors/ Appropriate authority	Mr P Jones
Registered inspector	Miss D Morris
Dates of inspection	2-4 November, 2004

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	3	3	9	2	8	3	14	14	44

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	.4	3.4

Staffing information		
Pupil: teacher (fte) ratio (excluding nursery and special classes)		12.9:1
Pupil: adult (fte) ratio in nursery classes		-
Pupil: adult (fte) ratio in special classes		-
Average class size, excluding nursery and special classes		12.9
Teacher (fte): class ratio		1.13 :1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	92.5	92.5	94.8	94.24
Spring 2004	92	87.4	95.7	94
Summer 2004	92	93.4	96.9	96

Percentage of pupils entitled to free school meals	2%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment KS 1 Results 2004			Number of pupils in Y2:		11			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School			27	73		
		National	1	2	11	64	23	
Mathematics	Teacher Assessment	School			9	82	9	
		National		2	11	63	24	
Science	Teacher Assessment	School			9	91		
		National		2	10	66	22	

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	73%	In Wales	80%

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004		Number of pupils in Y6	8
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	44%	In the school	56%
In Wales	71.9%	In Wales	72.3%

Appendix D

Evidence base of the inspection

- A team of three inspectors who were present at the school for a total of six inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 16 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head teacher, staff with specific responsibilities and support staff.
- School documentation was examined.
- A sample of pupils' work from across the ability range in each year group was examined.
- 15 lessons were observed, plus parts of teaching sessions.
- Inspectors listened to pupils across the ability range and from each year group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning 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 E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects
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Miss D E Morris	Context, Summary and recommendations Key Questions 1, 5, 6, 7 Appendix	Science, information technology, physical education
Mrs R H Roberts	Key Questions 2, 3, 4	Welsh, history, music
Mrs D Williams	Contributions to questions 1, 3, 4 and 7	

Contracting Organisation- Cwmni Blaen, Blaensarngoch, Llanboidy, Whitland, Carmarthenshire, SA34 ODE

Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils, for their co-operation and courtesy throughout the inspection.