

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

***Llansteffan Community Primary School  
Llansteffan  
Carmarthen***

***School Number: 669-2166***

***Date of Inspection: 22-24 March 2004***

***By***

***Mr Jeffrey Harries  
Registered Inspector***

***Date: 27 May 2004***

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## CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

{PRIVATE }	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 (KS) 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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

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

Llansteffan Community Primary School is a small school situated in the village of Llansteffan. It is located on the bank of the Tywi estuary, approximately seven miles south west of the town of Carmarthen. It receives pupils from adjoining villages as well as serving the local community. Carmarthenshire local education authority (LEA) has designated the school a Category A school. In the early years and Key Stage (KS) 1, pupils are educated through the medium of Welsh and mainly so in KS2; the aim is to ensure that the children are totally bilingual by the end of KS2. Approximately 10 per cent of the pupils are from homes where Welsh is the predominant language spoken at home, a reduction over the past few years. The school considers that the area from which pupils are drawn is neither prosperous nor economically disadvantaged with the full range of ability.

Education is provided for pupils between the ages of three and 11. The school has experienced a 50 per cent increase in pupil numbers since the last inspection with 62 currently on roll. There are no pupils from a multi-ethnic background; the vast majority have received pre-school education at the Welsh medium nursery (Mudiad Ysgolion Meithrin) located within the school grounds. Approximately three per cent are registered as being entitled to free school meals. There are nine pupils (14 per cent) on the special educational needs (SEN) register, one of whom has a statement of SEN.

The school, erected in 1953 to cater for approximately 60 pupils, is purpose-built of single storey design, made up of three separate classrooms, a multi-purpose hall and kitchen. It has an adjoining playing field with additional environmental features and hard surfaced play areas. The school gained the Basic Skills Quality Mark in 2003 and the school was last inspected in March 1998.

The present budget permits three full-time teachers and two part-time teachers. One of the part-time teachers is newly qualified and teaches the under-fives for three days each week while the other teaches older KS2 pupils for one morning each week. Over the past seven years, the school has undergone a difficult period with a significant number of permanent and temporary headteachers. The present headteacher was appointed in January 2003.

The school's aim is to create a caring and pleasant environment where pupils and staff can feel happy and safe, providing a broad, balanced and relevant curriculum, developing pupils' learning spiritually, morally, socially and culturally, so that they achieve their full potential. The school endeavours to create strong links with the parents and the community.

The school's main targets for the present academic year are to:

- improve standards in reading and writing throughout the school;
- establish a sound structure of short, medium and long-term curriculum planning;
- develop further the process of self-evaluation and the role of curriculum co-ordinators;
- develop an outside play area for early years children.

## 2. MAIN FINDINGS

### The main findings of the report

Llansteffan Community Primary School provides a happy and caring environment. It is managed by a supportive governing body. The recently appointed headteacher has a clear vision for the future development of the school and has prepared the groundwork for setting a number of necessary initiatives in place, in order for the school to reach its full potential.

### Educational standards achieved by pupils

- Standards of achievement overall in the school are satisfactory or better in around 90 per cent of sessions observed of which around three per cent are very good, about 39 per cent good and around 48 per cent satisfactory. Standards are unsatisfactory in around 10 per cent of lessons inspected.
- The vast majority of the children come to school with average levels of literacy and numeracy skills. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making satisfactory progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning are as follows:

Area of learning	Reception
Language, Literacy and Communication Skills	Satisfactory
Personal and Social Development	Good
Mathematical Development	Satisfactory
Knowledge and Understanding of the World	Good
Physical Development	Satisfactory
Creative Development	Satisfactory

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

Subject	KS1	KS2
Welsh	Satisfactory	Satisfactory
English	---	Good
Mathematics	Satisfactory	Good
Science	Good	Good
Design and Technology	Unsatisfactory	Good
Information Technology	Satisfactory	Satisfactory
History	Satisfactory	Good
Geography	Unsatisfactory	Satisfactory
Art	Good	Good
Music	Satisfactory	Good
Physical Education	Satisfactory	No judgement
Religious Education	Unsatisfactory	Satisfactory

- In both key stages, results of NC assessment tests in 2003 were similar to national averages.
- There is no significant variation between the performance of boys and girls. Overall, pupils with SEN make good progress.

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- Standards in the key skills across the curriculum are variable. Pupils' listening skills are good in English and Welsh in both key stages. In KS1, speaking, reading and writing skills in Welsh are satisfactory. In KS2, speaking and reading skills in English are good and satisfactory in writing. Reading and writing skills in Welsh are satisfactory but speaking skills are unsatisfactory. In both key stages, the application of number is good but the use of information and communications technology (ICT) across the curriculum is unsatisfactory.

### **Ethos of the School**

- Pupils' spiritual and cultural development is satisfactory; their moral and social development is good. The school fulfils statutory requirements with regard to the provision of a daily act of collective worship. Strong links with the parish church and regular visits from the clergy help promote spiritual development. However, pupils are given insufficient opportunity for quiet reflection and to foster their experiences of awe and wonder.
- Pupils display good levels of respect for each other and for adults; they are open and friendly and welcome visitors with courtesy. They develop a good understanding of their relationship with the community and a developing responsibility for the environment is evident in their early responses in the 'Eco-Schools' project.
- Pupils respond effectively to opportunities to take responsibility; for example, the school council is developing appropriately and pupils undertake decision making in a responsible manner.
- Pupils' cultural development is satisfactory. There is good planning of *Y Cwricwlwm Cymreig* in subject areas, and visits to places of interest help pupils develop a good understanding of the heritage and culture of Wales. Their understanding of other cultures is less well developed.
- Pupils' behaviour and attitudes to learning are good. They are courteous towards the teaching staff, the support assistants, each other and give a warm welcome to visitors. However, during the inspection, noise levels were high during lunchtimes in the hall. The majority of pupils work diligently on their tasks and have a good attitude towards learning.
- Attendance levels are good and consistently above 95 per cent in the last three terms. However, registration of pupils does not fully comply with statutory requirements. Punctuality is good and lessons begin promptly.

### **Quality of education**

- Overall, the quality of teaching is satisfactory; it is consistently good at the upper end of KS2. Teaching was satisfactory or better in around 80 per cent of lessons inspected, of which around 10 per cent were very good and about 35 per cent good. Around 20 per cent of the lessons were deemed unsatisfactory, with the vast majority being in KS1.
- Teaching is consistently good and at times very good at the upper end of KS2 especially in mathematics and music. Effective use is beginning to be made of teacher expertise in KS2. Peripatetic teachers in music and Welsh further raise the quality of teaching.
- Contributory factors to unsatisfactory teaching include insufficient knowledge and understanding of subjects, lesson aims not explained to pupils, slow pace and poor structure to lessons, and teaching techniques inappropriate to match the age of the pupils.

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- Insufficient emphasis is placed on developing pupils' oral skills in Welsh, with the majority of the subjects of the NC being taught mainly through the medium of English in KS2. In early years, a number of formal lessons are overlong with children given insufficient opportunity to role-play and use equipment to enhance their learning.
  - The quality of assessment and recording is unsatisfactory. Insufficient use is made of assessment to improve the quality of pupils' work and assessment is not used consistently to plan future teaching and learning. Assessment in the foundation subjects is underdeveloped.
  - The quality of reporting is good. Annual reports to parents are of good quality.
  - Overall, the quality of the curriculum is satisfactory. The curriculum for the under-fives is appropriately planned but owing to the nature of the learning area, there are insufficient well structured and purposeful play activities to enhance and extend children's learning. There is a whole-school policy for the development of key skills, however, in practice, teachers do not plan for their development in short-term planning.
  - Where homework is set regularly, this has a positive impact on the standards achieved; extra-curricular activities are confined to football activities supported by a parent and athletics and cross-country training supported by a governor.
  - There are good arrangements for personal and social education, and appropriate attention is given to issues of global citizenship. The school is socially inclusive with all pupils strongly encouraged to play a full part in the life of the school.
  - The quality of support, guidance and pupils' welfare is satisfactory. The school is a happy community and teachers provide effective personal guidance. The school's procedures for pupils' educational guidance are not sufficiently effective in enhancing achievement and accelerating progress. Arrangements to ensure child protection are good. The school has appropriate policies and procedures to promote health and safety, however, the poor condition of the windows in the school hall and entrance gates are issues requiring attention.
  - The provision for pupils with SEN is good. The learning support assistants (LSAs) work effectively with pupils. The individual education plans (IEPs) devised for pupils are clear and concise; pupils make good progress.
  - Partnership with parents and community, schools and other institutions is good. Parents are well informed about the life and work of the school and are supportive of the school in a variety of ways. The school is an integral part of the community and contributes fully to the social and religious life of the village. Individual members of the community, such as a local poet and artists, visit the school and share their knowledge and experiences with pupils whenever this is relevant to their studies.
  - Partnership with industry is unsatisfactory. The school lacks a strategy to develop a partnership with industry and commerce to enhance the teaching and learning and contribute to staff development.

## Management

- The quality of self-evaluation and planning for improvement is good. Since his recent appointment, the headteacher, supported by the governors, is actively engaged in processes to evaluate the school's strengths and weaknesses. The school development plan (SDP) is an effective working document for developing the school.

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- Overall, the quality of leadership and efficiency is good. The headteacher provides very good leadership in endeavouring to improve the educational provision and standards of achievement. Staff responsibilities as curriculum co-ordinators are undeveloped but monitoring strategies and plans have been drawn up for the coming three years. The governing body is supportive of the school and is developing a more pro-active role; it manages the school budget effectively and efficiently.
  - The quality of staffing, accommodation and learning resources is satisfactory. The school has sufficient staff for the number of pupils on roll; their qualifications and experience are appropriate to their responsibilities. The accommodation is adequate for the number of pupils on roll in KS2, however, the location of the under-fives in the multi-purpose school hall for three days each week is unsatisfactory. Children regularly have to move out for extended periods prior to lunchtime and for other classes to undertake physical education lessons. They do not have access to a safe and stimulating outdoor play area.
  - The school has a satisfactory supply of learning resources to meet the demands of the NC. However, computers are under-utilised to support teaching and learning throughout the school. The standard of display within the school is good and contributes to the creation of an effective learning environment.

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

- Since the last inspection in March 1998, the school has made variable progress in addressing the key issues, however, significant recent progress is evident. Good progress has been made in improving the school's ethos, learning environment, pupils' support and guidance, agreeing appropriate policies and a suitable SDP, and establishing an effective monitoring programme by the governing body. Satisfactory progress has been made in ensuring progress and continuity in pupils' education in early years, and ensuring appropriate professional development of teaching staff. However, unsatisfactory progress has been made in improving the quality of learning and pupils' standards of achievement in KS1, the school's assessment and recording procedures and developing the role of curriculum co-ordinators.

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

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

Pupils' standards of achievement were satisfactory or better in around 90 per cent of the lessons observed. They were very good in around three per cent, good in about 39 per cent, satisfactory in approximately 48 per cent and unsatisfactory in the remaining 10 per cent.

- In the early years, children's standards of achievement were good in around 33 per cent of lessons observed and satisfactory in about 67 per cent. On the whole, standards of achievement are satisfactory, however, their progress in personal and social development and knowledge and understanding of the world is good. Children move around the school confidently from an early age, concentrate for lengthening periods and demonstrate care, respect and affection for other children and adults. They make satisfactory progress in language, literacy and communication skills. Children from non-Welsh-speaking homes are developing a satisfactory vocabulary but lack confidence in conversing through the medium of Welsh. English remains the main medium in activities which are not supported by an adult. Their progress in mathematical, creative and physical development is satisfactory. Baseline assessment indicates that attainment on entering the school is average for the vast majority of children.

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- In KS1, standards of achievement were satisfactory in around 70 per cent of the lessons observed and unsatisfactory in about 30 per cent. Standards of achievement are good in science and art, satisfactory in the majority of other subjects but unsatisfactory in design and technology, geography and religious education. In KS1, pupils' literacy and numeracy skills are satisfactory. They express themselves orally with increasing confidence; they read simple texts meaningfully and write satisfactorily for a range of purposes. Pupils have a satisfactory grasp of place value; they understand the principles of addition and subtraction but have an insecure understanding of the operations of multiplication and division.
  - In KS2, standards of achievement were very good in around six per cent of lessons observed, good in about 64 per cent and satisfactory in the remainder with pupils making significant progress towards the end of the key stage. Standards of achievement are good in English, mathematics, science, design and technology, history, art and music. They are satisfactory in Welsh, information technology, geography and religious education. It was not possible to make a judgement in physical education. The standard of bilingualism achieved by the pupils is satisfactory. In English, speaking and listening, writing and reading skills are good. In Welsh, pupils read and write satisfactorily but a significant number lack confidence when speaking.
  - In both key stages, results of NC assessment tests in 2003 were similar to national averages.
  - Boys and girls make similar progress throughout the school. Pupils with SEN make good progress towards the targets set in their IEPs.

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

Pupils' skills in listening are good in English and Welsh in both key stages. In KS1, speaking, reading and writing skills are satisfactory in Welsh. In KS2, across the curriculum, speaking and reading skills in English are good; writing skills are satisfactory. Reading and writing skills are satisfactory in Welsh, but speaking skills are unsatisfactory. The application of number is good in both key stages, however, the use of ICT across the curriculum is unsatisfactory.

- The under-fives listen well to instructions and make satisfactory progress in early literacy and numeracy. In formal lessons with the teacher, the children from non-Welsh speaking homes respond well orally to questions, mainly in English, and in non-contact sessions the vast majority readily turn to English. They make limited use of ICT across the areas of learning.
- In KS1 and KS2, pupils listen attentively in both languages to their teachers and to visiting speakers.
- In KS2, pupils speak clearly in English in a range of contexts. They have a good grasp of terms and expressions, for example, during their work in mathematics, science, art and music.
- In KS1, pupils display satisfactory progress in their grasp of Welsh terms and phrases across a good range of subjects. However, in KS2, pupils' Welsh oral skills across the curriculum are unsatisfactory. The majority of pupils lack readiness and confidence to speak in Welsh and their knowledge and understanding of technical terms are very limited.

- The majority of KS2 pupils' skills in reading for information in subjects across the curriculum are good in English and satisfactory in Welsh.
- In KS1 and KS2, pupils make satisfactory use of their writing skills to record their work for example, in geography, history and religious education. On occasions, towards the end of KS2, pupils make good progress in English, adapting their writing style to match different contexts and audiences. In Welsh, pupils make satisfactory progress but make insufficient use of technical terms. In both key stages, written work across the curriculum is well presented by the majority of pupils.
- In both key stages, application of number across the curriculum is good. In KS1 and lower KS2, pupils are beginning to use number patterns and relationships to make calculations. Older KS2 pupils confidently use mental skills to solve problems and use their skills effectively to measure in science and design and technology; they use scale in geography and analyse and interpret a developing range of statistical evidence in history.
- In both key stages, pupils make unsatisfactory use of ICT to extend their learning across the curriculum. In KS1, they use appropriate software to create pictures and designs in art and to develop their number skills. In KS2, they use the Internet effectively to research and gather some information mainly in geography and history. In upper KS2, pupils use word processing software to enhance their work in most subjects. In mathematics, limited use is made of computers to work with real data and represent them in a variety of ways. In experimental work in science, limited use is made of ICT to maintain a well-presented and accurate record of their work that effectively combines text, diagrams, graphs, tables and charts. In music, pupils make insufficient use of ICT to compose and appraise.
- According to their age and ability, pupils with SEN achieve satisfactory standards in key skills and there is no significant variation in the application of key skills between boys and girls.

## 4. ETHOS OF THE SCHOOL

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

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

- The school has a clear set of aims, which promote sound attitudes and Christian values. The school fulfils statutory requirements with regard to the provision of a daily act of collective worship. Strong links with the parish church and regular visits from the clergy also help promote spiritual development. Pupils participate extensively and respect the atmosphere of reverence. However, pupils are given insufficient opportunity for quiet reflection and to foster their experiences of awe and wonder.
- Moral values are promoted very sensitively by staff. Pupils' relationships with the headteacher and staff are mutually respectful and friendly. Staff work diligently to ensure pupils have a clear understanding of right from wrong. They display good levels of respect for each other and for adults; they are open and friendly and welcome visitors with courtesy.
- Pupils support a variety of local and national charities and are sensitive to the needs of those less fortunate than themselves. They develop a good understanding of their relationship with the community and their responsibility for the environment is evident in their work in relation to the Eco-Schools project.

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- Pupils' social development is good. The youngest children settle quickly into their new environment and learn to co-operate with each other. Older pupils work collaboratively in groups; individuals in different age groups have close and warm friendships.
  - Pupils respond effectively to opportunities to take responsibility; for example, the school council is developing appropriately and pupils undertake decision making in a responsible manner.
  - Educational visits and a residential course associated with a linked comprehensive school contribute to pupils' social and cultural development.
  - Pupils' cultural development is satisfactory. There is good planning of the *Y Cwricwlwm Cymreig* in subject areas, and visits to places of interest help pupils develop a good understanding of the heritage and culture of Wales. Their understanding of other cultures is less well developed.
  - Racial equality is promoted through aspects of personal and social education and through the school's effective equal opportunities policy.
  - The contribution of collective worship to promoting pupils' spiritual, moral and social development is good.

## 4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes to learning are good.

- The school has an appropriate policy for discipline, which is implemented effectively.
- Pupils' behaviour in class and during playtimes is good. They are courteous towards the teaching staff, the support assistants, each other and give a warm welcome to visitors. However, during the inspection, noise levels were high during lunchtimes in the hall.
- The school has a weekly system of rewards and formal recognition of good behaviour.
- There is a clear and comprehensive anti-bullying policy. No instances of bullying were observed or reported during the inspection and no pupils have been excluded during the past 12 months.
- The majority of pupils work diligently on their tasks and have a good attitude towards learning. They show interest in their work and concentrate well during lessons.
- The teaching and non-teaching staff have attended behaviour management courses and their approaches have had a positive influence on standards of behaviour and attitudes towards learning.

## 4.3 Attendance

Levels of attendance are good.

- Whole-school attendance is consistently above 95 per cent in the last three terms.
- The school has recorded no instances of unauthorised absences although this cannot be fully confirmed because there are occasional errors in the registers.
- Attendance of children in the early years is high.

- The school closely monitors the attendance of individual pupils and there are effective links with pupils' homes whenever necessary. The school's prospectus and the home/school agreement clearly express the school's expectations of good attendance.
- The school's attendance registers do not comply with Welsh Assembly Government requirements. Registration is not carried out consistently in each class at the start of each session. In addition, registers do not consistently make the necessary distinction between authorised and unauthorised absences and there are instances when absences, due to family holidays during term time in excess of 10 days, have been authorised. Some notes from parents do not give reasons for absence in order for the school to properly authorise the absence.
- Punctuality is good and lessons begin promptly.

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

Overall, the quality of teaching is satisfactory; it is consistently good at the upper end of KS2. Teaching was satisfactory or better in around 80 per cent of lessons inspected, of which around 10 per cent were very good and about 35 per cent good. Around 20 per cent of the lessons were deemed unsatisfactory, with the vast majority being in KS1.

#### Good features

- Teachers have good relationships with pupils and know them and their backgrounds well. Pupils' efforts and good work are celebrated; constant encouragement ensures progress.
- Teachers have satisfactory knowledge and understanding of the subjects they teach. Teaching is consistently good and at times very good at the upper end of KS2 especially in mathematics and music. Effective use is beginning to be made of teacher expertise in KS2. Peripatetic teachers in music and Welsh further raise the quality of teaching.
- The quality of teaching of the under-fives is founded on a satisfactory knowledge and understanding of the Desirable Outcomes for Children's Learning. Learning resources are used satisfactorily to ensure that children have a developing range of experiences.
- Close co-operation between staff ensures good provision and equal opportunities for all pupils.
- Teachers plan their lessons satisfactorily, paying attention to teaching aims, continuity and progression.
- In upper KS2, direct teaching, good classroom organisation and good use of teaching resources develop pupils' knowledge and understanding effectively.
- Teachers use a satisfactory range of teaching techniques and organisational strategies in order to ensure that pupils listen attentively and remain on task for an extended period of time. In KS2, ICT is well utilised to support the teaching and plenary sessions are well used to reinforce main points.
- Generally, teachers have high expectations, set demanding tasks and match work to pupils' abilities, mainly at the upper end of KS2.
- Teachers provide a stimulating environment with good displays of pupils' work, which promote effective teaching and learning.

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- Teachers ensure that pupils have a number of direct experiences, either in the area or further afield, and the work that follows in the classroom ensures that learning is effectively consolidated.

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## Shortcomings

- Teachers in KS1 and lower KS2 have insufficient knowledge and understanding of subjects including design and technology, information technology, geography and religious education.
- In lessons judged to be unsatisfactory, lesson aims were not explained to pupils, they lacked pace and were poorly structured with teaching techniques inappropriate to match the age of the pupils. Lesson plans were very general with insufficient emphasis on progression and differentiation.
- Insufficient emphasis is placed on developing pupils' oral skills in Welsh, with the majority of the subjects of the NC being taught mainly through the medium of English in KS2.
- In early years, a number of formal lessons are overlong with children given insufficient opportunity to role-play and use equipment to enhance their learning.
- In the majority of lessons, short-term planning does not identify the development of key skills.
- In both key stages, teachers do not provide sufficient opportunities for pupils to use computers to utilise their ICT skills across the curriculum.
- Over-dependence on published worksheets inhibits the development of pupils' writing skills when recording their work in a number of subjects.

## 5.2 Assessment, Recording and Reporting

The quality of assessment and recording is unsatisfactory. The quality of reporting is good.

- The school has an agreed policy for assessment, recording and reporting which reflects best principles and practice. However, the procedures are at an early stage of implementation. While teachers make informal observations and comments on pupil progress, the policy's effects on the present practice are insufficient.
- Assessment is not used effectively to ensure that work is differentiated appropriately to promote challenge and progress amongst all pupils.
- Teachers do not have a common expectation of pupils' achievement, and learning outcomes between key stages are inconsistent. The process of moderating as a whole school in order to exemplify standards has yet to be developed.
- Samples of pupils' work are kept in individual profiles, however, there are uncertainties about the criteria for selecting examples of pupils' work to illustrate attainment and support the records.
- Whilst work in the core subjects is assessed at the end of each module, nevertheless, insufficient use is made of assessment to improve the quality of pupils' work and assessment is not used consistently to plan future teaching and learning. Assessment and record keeping in the foundation subjects are underdeveloped and as a consequence, planning from class to class does not ensure adequate progression in pupils' learning in all subjects.
- There is evidence of some good practice in the school's tracking system to monitor the progress of individual pupils over time. Although this initiative is at a very early stage it

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provides the means to set realistic targets and identify pupils making less progress than expected.

- The achievements of children in the early years are assessed appropriately using a baseline assessment profile.
- Marking of pupils' work is undertaken regularly. It is at its best when teachers acknowledge the efforts of their pupils and identify the next steps for further progress. However, this is not a consistent feature.
- Individual learning targets are set for and agreed with pupils. These are reviewed at the end of each term.
- Procedures for assessing, recording and reporting the progress of pupils with SEN are good.
- The school analyses NC test results to identify strengths and weaknesses. Specific areas for improvement are identified and appropriate strategies implemented.
- Parents visit the school to discuss their child's progress twice a year. Annual reports to parents are of a good quality; they provide a comprehensive picture of pupils' progress and identify areas for further development.

### 5.3 Curriculum

Overall, the quality of the curriculum is satisfactory.

- The curriculum for the under-fives is satisfactory. It is appropriately planned but owing to the nature of the learning area, there are insufficient well structured and purposeful play activities to enhance and extend children's learning.
- In both key stages, there are well considered policies and schemes of work for all subjects of the NC and religious education. This framework provides a good basis for planning lessons, and provides clear progression to ensure breadth and balance.
- The school works closely with the LEA advisor and receives good support from advisory teachers on curriculum development.
- There is a whole-school policy for the development of key skills. However, in practice, teachers do not plan for their development in short-term planning.
- Homework is set at the discretion of the class teachers. Where it is regularly set this has a positive impact on the standards achieved. Parents are happy with the provision.
- There are good arrangements for personal and social education, including circle time and appropriate attention to issues of global citizenship. The school implements the Qualifications, Curriculum and Assessment Authority for Wales's (ACCAC) personal and social education framework. The school is socially inclusive with all pupils strongly encouraged to play a full part in the life of the school.
- The school effectively raises pupils' awareness of environmental issues and sustainable development, evident in its participation as an Eco-school.
- There is satisfactory provision to enhance the curriculum. Educational visits, residential experiences and visitors to the school significantly enrich the curriculum particularly in art. However, extra-curricular activities are confined to football activities supported by a parent and athletics and cross-country training supported by a governor.

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- The school successfully promotes equality of access and opportunity for all pupils to the curriculum provided.

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## 5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and pupils' welfare is satisfactory.

- The school is a happy community. Teachers and support staff know their pupils well and are alert to their individual needs. They provide effective personal guidance.
- The school's procedures for pupils' educational guidance are not sufficiently effective in enhancing achievement and accelerating progress. Assessment is not used effectively and too little use is made of marking to discuss strengths and weaknesses with the pupils.
- Pupils are well supervised in and around the school, however, those who are given responsibility to remove dining room furniture receive insufficient support and supervision.
- Arrangements to ensure child protection are good. The headteacher is the designated officer and staff are familiar with the procedures.
- The school has appropriate policies and procedures to promote health and safety, equality of opportunity and personal and social education. The school encourages pupils to be tolerant of other cultures and people.
- The fire extinguishers and electrical equipment are inspected periodically and fire drills are held every term.
- First aid procedures are satisfactory with members of the non-teaching staff having received training. Arrangements are to be made for other staff members to attend appropriate courses.
- Every pupil, including those with SEN, is included in every aspect of school life.
- The school has good site security and implements a signing in system for visitors. All doors are kept locked to safeguard pupils and staff. However, the condition of some windows in the school hall and entrance gates constitute a health and safety hazard.

## 5.5 Provision for Pupils with SEN

The provision for pupils with SEN is good.

- Procedures for identifying and monitoring the needs of pupils with SEN are good and conform to the requirements of the Code of Practice.
- There are nine pupils on the SEN register and one carries a statement of SEN.
- The headteacher as SENCO has established an effective SEN policy for the school. He has good understanding of the needs of SEN pupils and receives good support from the learning support teacher.
- The LSAs work effectively with pupils who have SEN. They are aware of pupils' targets and have a good understanding of their needs. However, pupils' progress is not always maximised where lesson planning is not specific enough in outlining differentiated tasks and activities.
- The learning support teacher works effectively with most of the pupils on the SEN register by withdrawing them for small group support. The pupil with a statement is well supported by a LSA.

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- Pupils with SEN make insufficient use of information technology to support their learning.
  - The IEPs devised for pupils with SEN are clear and concise; they contain appropriate learning targets and are reviewed termly. Pupils' progress is effectively monitored.
  - The responsible nominated governor visits the school regularly and displays much interest and understanding of relevant matters.
  - Links with parents are appropriate and they are encouraged to take part in the termly and annual reviews of their child's progress.
  - Links with outside agencies are well established and they provide invaluable support.
  - The school has not been adapted to cater for pupils with physical disabilities.

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

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

- During the pre-inspection consultation with parents, by questionnaire and at the parents' meeting, they expressed strong approval for the relationship between the school and home.
- Parents are well informed about the life and work of the school. They regularly receive letters that provide clear and useful information about the curriculum, school events and administrative arrangements. The school is accessible and approachable. There are two meetings annually with parents that discuss pupils' progress and members of staff are available at the start and end of each day for any necessary discussion.
- Parents of pupils starting school in the early years class do not receive any written information other than the school prospectus. However, there are good links with the nursery class that is situated in the school grounds and the after-school 'Castell Kids Club.'
- The school prospectus omits one minor item while the governing body's annual report for parents meets the requirements of the Welsh Assembly Government. The home-school agreement meets statutory requirements.
- Parents are supportive and ready to help the work of the school in a variety of ways, such as sharing expertise and interest with pupils and by helping to supervise pupils on educational visits. Notably, there is very useful support from a number of parents in the teaching of art.
- Parents and other members of the community commend highly the headteacher's efforts in developing meaningful links with the community. The school is now an integral part of the community and contributes fully to the social and religious life of the village. In return, pupils' learning is enhanced by the links with the church, the police, HM Coastguard, the local history society and the tourist association. Individual members of the community, such as a local poet and artists, visit the school and share their knowledge and experiences with pupils whenever this is relevant to their studies.
- Year 6 pupils have a choice of comprehensive schools and transfer arrangements to each school are well organised including an opportunity to attend a residential course in the summer preceding the move between KS2 and KS3. Occasionally, working parties are

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convened to discuss curricular development between the key stages. The school co-operates with other primary schools by sharing in-service training (INSET) sessions.

- A partnership with an institute of teacher training has been developed lately and the school welcomes student placements. In addition, the school accepts placements of child-care students from a local tertiary college.

## **5.7 Partnership with Industry**

Partnership with industry is unsatisfactory.

- The school lacks a strategy to develop a partnership with industry and commerce that would enhance the teaching and learning and contribute to staff development.
- In the past, some pupils have visited local farms and a local newspaper office to raise their awareness of the world of work. However, the development of relevant and effective links has not been planned.
- The school is in the early stages of its development as an Eco-school that will forge links with recycling agencies and companies and raise pupils' awareness of issues of sustainability and environmental protection.

# **6. MANAGEMENT**

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

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

- A good culture of self-evaluation has been established. Since his recent appointment, the headteacher has undertaken an evaluation of progress since the last inspection and supported by the governors, is actively engaged in processes to evaluate the school's strengths and weaknesses. Although he has a good overview of provision, there is no formal self-evaluation report outlining and analysing the school's current strengths and areas for development.
- The SDP is an effective working document for developing the school. It contains references to strategies for improvement, clear criteria for evaluating progress and realistic timescales for action; it has been costed effectively within the budget. The school monitors progress made towards achieving set targets.
- Staff and governors are clear on the present aims for improvement as outlined in the SDP. Current priorities include further improving standards in reading and writing, establishing a sound structure of short, medium and long-term curriculum planning, developing further the process of self-evaluation and the role of curriculum co-ordinators and providing an outdoor play area for early years children.
- Effective use is made of national and county data in order to compare aspects of the school's performance against other schools. National Curriculum assessment test results are analysed and strategies are in place to ensure that the information is used effectively to set quantitative and qualitative targets as outlined in the literacy and numeracy improvement plans. These plans have recently received the support of LEA advisory teachers in the form of twilight INSET for teachers and in-class teaching sessions.

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## 6.2 Leadership and Efficiency

Overall, the quality of leadership and efficiency is good.

- The school has a positive ethos; teachers and governors share a sense of purpose.
- The headteacher provides very good leadership in endeavouring to improve the educational provision and standards of achievement. The school's clear values, especially respect for individuals, their needs and achievements, have a positive effect on all pupils and staff.
- The headteacher is responsible for the class of Y5/Y6 pupils. A part-time teacher is employed to teach this class for half a day a week. During these periods, the headteacher undertakes duties relating to school management including administrative work. Plans are in hand to develop his role in monitoring and evaluating the quality of teaching and standards of achievement as part of performance management.
- The school provides a purposeful and orderly learning environment and a commitment to equality of opportunity for all, in which pupils are expected to do their best.
- All staff have been allocated subject responsibilities but their role as curriculum co-ordinators is undeveloped. No formal monitoring of standards of achievement has been undertaken but monitoring strategies and plans have been drawn up for the coming three years.
- Staff meetings are held regularly and minutes are kept of decisions made in order to improve the school's provision.
- The governing body is supportive of the school and is developing a more pro-active role. The governors receive information regularly from the headteacher and they fully understand their duties and responsibilities. They are becoming more informed about curricular matters with members visiting the school formally on a termly basis. The chairperson together with other governors keep close and regular contact with the school.
- The school budget is managed effectively and efficiently by the governing body finance sub-committee with the support of the LEA finance department. Good attention is given to cost-effectiveness and day-to-day spending is monitored carefully. The budget is used for educational priorities, as identified in the SDP with surplus funding used for staffing.
- An audit of the school budget in October 2003 reported good budgetary control. Minor recommendations are currently being addressed.
- Good day-to-day organisation and administration ensure that the school runs smoothly and effectively; the part-time administrative officer carries out her duties efficiently and conscientiously.
- Apart from irregularities in registration of pupils and one minor omission in the school prospectus, the school complies with statutory requirements and takes appropriate note of Welsh Assembly Government guidelines.

## 6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, accommodation and learning resources is satisfactory.

- There is a sufficient number of appropriately qualified and experienced teachers.

- Under the leadership of the headteacher, teachers and support staff are beginning to work closely as a team and effective use is made of teacher expertise in KS2, in areas such as music and history.
- Staff receive regular opportunities to attend a good range of INSET courses in order to extend their professional expertise; priority is given to courses that meet the requirements of the current SDP. Although a policy is drawn up, there is insufficient support for the induction of the newly qualified teacher (NQT).
- Every member of the teaching and non-teaching staff has a detailed job description that notes their responsibilities and duties. The school's arrangements are in line with current guidance.
- The LSAs work effectively alongside the teachers and make a valuable contribution to the life and work of the school. The canteen staff, midday supervisors, cleaning staff and volunteers perform their duties effectively and efficiently.
- The accommodation is adequate for the number of pupils on roll in KS2, but is inadequate to support the number of pupils in KS1 and the under-fives. In order to address the situation, the under-fives have recently been located in the school hall for three days each week. The nature of the learning area is such that there are insufficient well structured and purposeful play activities to enhance and extend children's learning with children having to move out daily when school meals are being prepared and for other classes' physical education lessons. This provision is restrictive and is not always conducive to the development of the children. There is no safe and stimulating outdoor play area for the under fives.
- The school has a satisfactory supply of learning resources to meet the demands of the NC. However, there is a lack of equipment in physical education and a shortage of artefacts to support the teaching of history and religious education. Computers are under-utilised to support teaching and learning throughout the school.
- The school has a good supply of fiction and non-fiction books. However, the overuse of the school library as a teaching area for other subjects restricts opportunities for pupils to build on their library skills and develop greater independence in learning.
- The extensive and attractive school grounds are well used and offer a valuable learning resource to stimulate the growth of children's imagination and encourages social development.

## 7. SUBJECTS AND AREAS OF LEARNING

### Standards achieved by pupils

#### Provision for the under-fives

The education provided for the under-fives is appropriate to their needs and the children make satisfactory progress towards the Desirable Outcomes for Children's Learning. Children are received full-time the term they are four years of age. One child is of nursery age and nine of reception age with nearly all coming from non-Welsh speaking homes. Baseline assessment shows that children's attainment on entry is average.

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

Language, literacy and communication development of nursery and reception age children is satisfactory.

### **Good features**

- The children of nursery and reception age listen attentively. They respond well orally to likeable characters in a class story book and have good recall of stories read to them. The vast majority are beginning to respond to their teacher's questions. They form letters correctly when copying words and they understand that written symbols have a sound and meaning. The children of reception and nursery age listen to, respond to and remember songs and nursery rhymes to develop vocabulary and oral skills.

### **Shortcomings**

- Children do not become fluent in Welsh from an early age as they consistently respond in English. Reception age children's early reading skills are underdeveloped.

## **Mathematical development**

Mathematical development of nursery and reception age children is satisfactory.

### **Good features**

- Children of nursery and reception age recognise number concepts up to five; they form the numbers correctly in their early records. Nursery and reception age children recognise simple two-dimensional shapes. They understand and use mathematical language in relevant contexts such as shape, position, size and amount. They remember a range of rhymes, songs and counting games.

### **Shortcomings**

- Water and sand activities are not offered regularly for the nursery and reception children to share measuring and comparing experiences. Reception age children's knowledge of the mathematics of money is underdeveloped; they do not role play buying and selling in the shop.

## **Personal and social development**

Personal and social development of nursery and reception age children is good.

### **Good features**

- Children of nursery and reception age become familiar with school organisation from an early age. They move around the school very confidently, play together well with a large number of them willing to share and take their turn. Everyone respects the teacher and LSA and they show care and fondness towards other children and adults. They are beginning to take care of personal hygiene and show increasing confidence in seeking help when it is needed.

### **Shortcomings**

- There are no major shortcomings.

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

Nursery and reception children's knowledge and understanding of the world are good.

### **Good features**

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- Nursery and reception children know the order of the days of the week, the division of the day and the seasons of the year and their characteristics. They talk about home and where they live. They understand that people's lifestyle can change with the passage of time. They begin to recognise some types of workers through the features of their work evident in their study of the postman and the farmer.

### **Shortcomings**

- There are no major shortcomings but children of nursery and reception age make insufficient use of ICT to support their learning.

### **Creative development**

Creative development of nursery and reception age children is satisfactory.

### **Good features**

- Children of nursery and reception age handle equipment with increasing skill and have enjoyment when rolling and cutting malleable materials. They use a satisfactory variety of materials to create representative images such as pictures, drawings and constructions. Children of both ages enjoy the rhythm of music and create music with a variety of instruments and with their voices.

### **Shortcomings**

- Children infrequently role-play and they do not paint regularly to make choices about colour and medium.

### **Physical development**

Physical development of nursery and reception age children is satisfactory.

### **Good features**

- Children of nursery and reception age confidently handle small equipment such as crayons, pencils and scissors. In formal movement lessons, children move confidently to teachers' oral stimuli with increasing control and co-ordination. They understand and appreciate the differences between hopping, jumping and slithering which are evident when they mimic the movement of animals.

### **Shortcomings**

- Nursery and reception age children's skills in pushing, pulling, climbing and sliding are underdeveloped. There is no safe and stimulating outdoor play area and large play equipment is limited.

## **Welsh**

Standards of achievement are satisfactory in both key stages.

### **Good features**

- Pupils' listening skills are developing well in both key stages. Most pupils listen attentively to their teachers and to other people's comments and opinions in class discussions. They respond appropriately to instructions.
- In KS1, pupils express themselves orally with increasing confidence. They answer and ask questions in a meaningful way; they convey simple information and respond appropriately to a wide range of stimuli, such as the story about '*Wendy Wlanog*'.

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- Key Stage 1 pupils read simple texts meaningfully and quite accurately. They construct words using their knowledge of phonics and the more able pupils read expressively. They discuss parts of the text they have read with satisfactory understanding.
  - Writing skills of KS1 pupils are developing satisfactorily. They write for a range of purposes including a diary, descriptive paragraphs, opinions, short stories and instructions on how to make pancakes. Work is reasonably correct in terms of spelling. On the whole, the lettering is clear and a minority of pupils write more independently and at greater length.
  - In KS2, pupils make some progress in the development of their oral skills. During class discussions on the story '*Y Ffenestr Fach*' pupils respond using a limited vocabulary. Pupils in Y5/Y6 listen intently to each other during group discussions on the recent game between Wales and England.
  - Pupils in KS2 make satisfactory progress in reading. More able pupils read with expression and manage to discuss the plot. They describe the main characters and predict how the story will develop. They make appropriate use of the library and know how to use dictionaries and reference books to reinforce or improve their learning.
  - Key Stage 2 pupils develop satisfactory writing skills. They write satisfactorily in a variety of forms for different purposes, such as a portrait, a letter of complaint, an opinion on foxhunting, a post card from Bethlehem and a list of instructions. Spelling skills are satisfactory.

### Shortcomings

- The oral skills of the majority of pupils in KS2 have not been sufficiently developed for them to be able to take part confidently in discussions, to hold extended conversation, or to agree and disagree about various subjects while expressing opinions. Many of the pupils' responses are accepted through the medium of English.
- In KS1, pupils' reading is limited in scope and lacks challenge. In KS2, pupils' higher order reading skills have not been developed sufficiently for them to explore a subject in depth or to skim effectively as they read.
- In KS2, pupils' skills in checking their spellings using a dictionary or a word book are developing too slowly.

### English

Standards of achievement are good in KS2.

#### Good features

- In both classes in KS2, pupils are attentive when listening to their teachers and each other. In lower KS2, the vast majority respond readily to questions and communicate their ideas with confidence; they have a developing awareness of standard English. By the end of KS2, pupils speak with clear diction and intonation using an increasingly varied vocabulary.
- In KS2, pupils read independently at levels appropriate to their age and ability. The more confident pupils particularly those in Y5/Y6 read fluently and accurately and with suitable expression from their chosen texts. They discuss their preferences for particular genres and authors. Pupils effectively use the knowledge gained from reading to develop their understanding of the structure, vocabulary and grammar of standard English.

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- Key Stage 2 pupils competently use dictionaries and thesauruses to enhance their understanding of words; comprehension skills develop well. They are very familiar with the school's library classification system.
  - In KS2, pupils are well aware of the need to write in different styles for different purposes. The cross-curricular links with subjects such as religious education and history, are exploited very well and are valuable in helping pupils to write good accounts for a variety of purposes.
  - There is good development of writing in KS2 and the continuing attention to extending vocabulary, improving spelling and command of the language all contribute positively to this. The range and quality of pupils' writing are good, including letters, reports, imaginative poems, factual pieces and extended narratives. They have good understanding of the characteristics of different kinds of writing including biography and autobiography.
  - By the end of KS2, pupils draft, edit and improve their writing. They use their experiences of reading a variety of texts to help them organise and structure their own work. They clearly understand the characteristics of persuasive writing and express opinions and arguments convincingly.
  - Pupils are aware of a good range of punctuation marks, which they generally use correctly by the end of the key stage. Standards in spelling are good and presentation skills are good when enhanced by the use of ICT.
  - Pupils with SEN make good progress in developing their reading and writing skills; they benefit significantly from the support provided.

### **Shortcomings**

- There are no major shortcomings.

### **Mathematics**

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

#### **Good features**

- Key Stage 1 pupils have a satisfactory grasp of place value; they order numbers accurately. They understand the principles of addition and subtraction and can apply these principles to simple problems.
- Pupils in KS1 recognise odd and even numbers and count confidently upwards in 10s to 100 and beyond. They understand the concept of halving and doubling.
- Key Stage 1 pupils have a good understanding of money; they recognise the value of, and add the total of a variety of coins.
- Key Stage 1 pupils name and describe a developing range of two-dimensional shapes, use standard units of measure accurately, recognise basic fractions and tell the time to one hour from analogue and digital clocks. They use mathematical vocabulary appropriately and in the correct context.
- In KS2, pupils in Y3/Y4 demonstrate good estimating skills and have a secure understanding of measuring weight using standard units. They choose and use appropriate measuring instruments, reading and interpreting numbers and scales with good accuracy. They have a secure understanding of the properties of two and three-dimensional shapes.

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- In KS2, pupils show a further understanding of place value, including decimal places, and they know the relationship between fractions, percentages and decimals. By Y6, most have a secure knowledge of multiplication tables to 10.
  - Pupils in Y5/Y6 name, draw and read angles confidently and use protractors to measure accurately. They calculate perimeters and areas and find positions precisely using co-ordinates.
  - By the end of KS2, average and above average ability pupils make quick and accurate mental responses to challenges. They know and use a range of mental strategies, which they explain using the correct mathematical terminology.
  - Throughout KS2, pupils enjoy problem-solving and their investigative skills develop appropriately. Average and above average ability pupils show confidence in applying their knowledge and understanding to problems and challenges.

### **Shortcomings**

- In KS1, pupils have an insecure understanding of the operations of multiplication and division, and their inverse nature.
- In KS1, pupils' skills in recording their work in a variety of ways are limited.
- Key Stage 1 pupils display limited strategies in their mental work and their work on time is underdeveloped.
- In both key stages, pupils display limited skills in handling data and utilising their ICT skills to record and analyse their findings.

### **Science**

Standards of achievement are good in both key stages.

#### **Good features**

- Pupils in both key stages observe, predict and form conclusions on the basis of evidence. They carry out investigations well.
- In KS1, pupils name a range of common materials and know some of their properties. They understand the difference between man made and natural objects. They are beginning to understand the principle of a fair test.
- Pupils in KS1 have a good knowledge and understanding of a healthy diet and lifestyle. They record their observations accurately in a variety of ways.
- Key Stage 1 pupils know how simple circuits that include batteries and bulbs work and they understand how important it is to be careful when using electrical appliances.
- In KS2, pupils extend their understanding of investigative science and make good progress in their ability to plan aspects involving fair testing.
- Key Stage 2 pupils classify materials effectively according to their properties. Older pupils realise that certain materials can be reversed whilst others cannot.
- Pupils in KS2 demonstrate their knowledge and understanding of healthy living and how attitude and practical application can influence the quality of life.
- In Y5/Y6, pupils know the properties of simple circuits and how to construct them on the basis of drawings and diagrams.

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- Pupils' scientific vocabulary is well developed in both key stages.

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## Shortcomings

- There are no major shortcomings but pupils in both key stages display limited skills in using ICT to record their findings.

## Design and technology

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

### Good features

- Key Stage 1 pupils are developing appropriate skills in cutting, sticking and joining various materials to make a moving animal.
- In their work on making a hand puppet, pupils use a variety of tools effectively to assemble materials.
- In KS2, pupils develop their designing, making and evaluating skills appropriately, often in conjunction with work in other curricular areas, particularly history. Following a visit to Castell Henllys, pupils in Y3 and Y4 produce well made round houses.
- Pupils in Y5 and Y6 understand the place of design and technology in meeting society's needs. They design and make good quality pizzas as part of their work in food technology. They use information sources to find out the most popular ingredients and these are then incorporated in their work.
- Pupils also apply some well-developed skills when designing and devising a board game based on Llansteffan Castle. Designs are evaluated and modified to ensure that the product is suitable for the purpose.

### Shortcomings

- In KS1, pupils have a limited understanding of designing and making and seldom suggest ideas for making things based on their observations of familiar products.
- Pupils in KS1 do not produce work of sufficient originality because their choices of materials and the range of skills taught are limited.
- In KS1, pupils' understanding of the need to evaluate their work is superficial.
- In both key stages, pupils display limited skills in communicating their ideas sufficiently using ICT nor do they fully explore control technology.

## Information technology

Standards of achievement are satisfactory in both key stages.

### Good features

- In KS1, pupils demonstrate a satisfactory level of confidence and progress in their general keyboard skills. Pupils use software effectively to reinforce new learning in a developing range of subjects including mathematics.
- The majority of pupils in KS1 make satisfactory use of their word processing skills to enhance their writing. A minority demonstrates good skills in this context.
- Pupils throughout KS2 make good progress in their word processing skills. Year 5/Y6 pupils produce good extended pieces of writing in a range of subjects.

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- In upper KS2, pupils' skills of using the Internet and CD-ROMs to gather information are good in a developing range of subjects including English, history and geography.
  - In KS2, pupils' skills in using e-mail and the digital camera are developing satisfactorily.

### Shortcomings

- In both key stages, pupils use information technology in a limited range of applications. Insufficient use of the available equipment hinders further development of their skills.
- In both key stages, pupils' skills of inputting data and representing them in a variety of ways are underdeveloped. Their use of graphic programs to create pictures is at an early stage of development.
- Throughout the school, pupils' skills in modelling and using simulation programs are limited.

## History

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

### Good features

- Pupils in KS1 develop a satisfactory historical vocabulary. In KS2, it is good with pupils using appropriate conventions which describe the passage of time.
- Key Stage 1 pupils show satisfactory awareness of the past by listening to stories about some famous individuals such as Mari Jones and Jemima Nicholas and from studying their grandparents' life at school.
- Following a visit to the local castle, KS1 pupils demonstrate satisfactory understanding and knowledge of life in the past. They sequence and order events making effective use of a short time line.
- In KS1, pupils have a good understanding of local occupations long ago with more able pupils writing good extended accounts.
- Key Stage 2 pupils make good use of a visit to Castell Henllys to expand their knowledge about a number of aspects of life during the time of the Celts. They display a good understanding and knowledge of roundhouses, farming, weaving and cooking techniques. They present their knowledge and show their understanding effectively particularly in their designing and making replica of jewellery.
- In KS2, pupils display good understanding and knowledge of the Tudor dynasty. Their chronological awareness is well developed and they apply their numeracy skills effectively when calculating how long each of the rulers reigned. They display good skills when discussing the concepts of fact and opinion.
- In KS2, pupils' historical enquiry skills develop appropriately. They make good use of a developing range of sources to investigate historical topics.
- Year 5 and Y6 pupils have good recall about life during World War Two. They discuss sensibly the causes and empathise with the plight of evacuees and how people coped during war time.
- Older KS2 pupils use ICT effectively to research information across a range of historical topics.

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- Pupils' understanding and interpretation of history are good. Their range and depth of knowledge are good as they benefit from visits to places of historical interest and from listening to visiting speakers.

### **Shortcomings**

- In KS1, pupils' historical enquiry skills are underdeveloped. They make limited use of historical artefacts to gather information and learn about the past.
- In KS1, pupils do not sufficiently organise and communicate their knowledge and understanding in a variety of ways including using ICT and writing about past events.
- In KS2, there are no major shortcomings but pupils have limited knowledge of events and people from the history of Wales.

### **Geography**

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

#### **Good features**

- Key Stage 1 pupils develop a satisfactory geographical vocabulary; they use simple geographical terms with developing confidence.
- Pupils in KS1 begin to develop a satisfactory awareness of their area. In their local study, pupils identify various types of homes and buildings around the school.
- In KS2, Y3/Y4 pupils have satisfactory knowledge and understanding of the contrasting area of Tocuano in Mexico. Year 5/Y6 pupils have good knowledge and understanding of life in Kaptalamwa in Kenya. They write effective extended diary accounts of life in the village.
- In their study of environmental change, Y5/Y6 pupils identify in detail ways in which people affect the environment. They list the advantages and disadvantages of the Carmarthen by-pass giving clear oral explanations of their findings.
- Pupils in Y6 have very good knowledge of the locality and the community in which they live. They effectively discuss land usage and the effect of tourism using appropriate geographical vocabulary.
- Year 5/Y6 pupils make good use of their ICT skills when researching for information in their study of a contrasting locality.

#### **Shortcomings**

- Key Stage 1 pupils' skills in handling maps and plans are limited. Their skills in making and using maps and plans and following directions and measuring distances are underdeveloped. They have limited understanding of using simple grids.
- In KS1, pupils' knowledge and understanding of places are underdeveloped. Pupils display limited skills in using ICT to communicate and assist their work in geography.
- In both key stages, pupils' awareness and understanding of a contrasting locality in Wales are limited.
- In Y3/Y4, pupils display limited skills in recording their findings of a contrasting locality in Mexico.

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- In KS2, pupils' mapping skills are underdeveloped. They have limited understanding how to make and use maps and plans of a variety of scales.

## **Art**

Standards of achievement are good in both key stages.

### **Good features**

- In KS1, pupils experiment with various techniques and develop satisfactory skills in printing. They effectively create and repeat a pattern on paper and on junk material.
- Key Stage 1 pupils have a good knowledge of colour mixing and a satisfactory awareness of colour, tone and texture.
- Pupils in KS1 develop good observational skills in evaluating other people's work; they print 'Elfed the Eliffant' in the style of William Brown.
- In KS2, pupils demonstrate a good understanding of art, and they experiment well with a range of media in order to create an appropriate effect in their work. They develop effective mono-printing skills.
- Pupils in KS2 investigate colour in a satisfactory manner and effectively learn how to mix paint to make other colours.
- Key Stage 2 pupils use sketchbooks well to record their work in the field and give careful consideration to features in the landscape and perspective.
- Following their research and observations, pupils in both key stages make good contributions in producing a large ceramic plaque depicting life in the village of Llansteffan. Pupils benefit from the expertise and guidance of a visiting artist.

### **Shortcomings**

- Pupils in both key stages have limited knowledge of the work of famous Welsh artists.

## **Music**

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

### **Good features**

- In both key stages, pupils know a wide variety of songs and hymns and they sing tunefully and with expression during daily acts of collective worship.
- In KS1, pupils listen well and begin to respond to their own and others' performances.
- Pupils in KS1 play a wide range of untuned percussion instruments by clapping and beating to time. They satisfactorily explore sounds that are loud and quiet and short and long.
- In KS2, pupils compose and perform their own music to a good standard. They display an increasing knowledge of rhythm, beat, tempo, pitch and dynamics.
- Key Stage 2 pupils listen attentively to their own music and that produced by others demonstrating good listening skills. They appraise their work as individuals and in groups and suggest improvements.
- Many KS2 pupils perform competently in school assemblies and in concerts held in the community; they make consistently good progress.



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## Shortcomings

- In KS1, pupils' ability to use instruments for performing and composing is limited; their ability to evaluate and discuss their own work and the work of other composers is underdeveloped.

## Physical education

Standards of achievement are satisfactory in KS1. In KS2, there was insufficient evidence to make a valid judgement as no lessons were timetabled at the end of the key stage.

### Good features

- In KS1, pupils respond imaginatively to musical stimuli and show a good awareness of space as they move on the floor.
- In lower KS2, pupils show satisfactory control over their bodies and they work safely in groups. They gain satisfaction from making a good range of body shapes and postures, using various parts of the body appropriately.
- Pupils in KS2 undertake swimming lessons during the autumn term. The school reports that the majority attain the NC standards expected of 11-year-olds.
- Key Stage 2 pupils state that they enjoy their participation in the school's athletics competitions and inter-school sports activities in netball, football, rugby and cross country running.

### Shortcomings

- In dance, KS1 pupils display limited skills in responding to musical stimuli.
- In both key stages, not all pupils are dressed appropriately for physical education.

## Religious education

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

### Good features

- In KS1, pupils have a satisfactory knowledge of some Bible stories from the Old Testament, including the stories about Noah, Joseph and Samuel.
- Pupils in KS1 know about the importance of prayer in worship and they compose their own simple prayers.
- Key Stage 1 pupils understand the significance of Christianity and the importance of churches and chapels.
- In KS2, pupils continue their study of stories from the Bible and know a developing range. They visit local churches and chapels and observe their distinctive features. They begin to appreciate the significance of such places within the community.
- Key Stage 2 pupils understand why pilgrimages are important to some religious people and they explain the significance of places such as St. David's Cathedral, Bethlehem, Lourdes and the River Ganges.
- Key Stage 2 pupils have a satisfactory knowledge and understanding of Christianity and of some other religions such as aspects of the Jewish religion and Islam. They know the meaning of terms such as 'synagogue', 'mosque', 'Torah' and 'Ramadan'.

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- Pupils develop a satisfactory understanding of Christianity following visits to the school by a number of local religious leaders.

#### Shortcomings

- Pupils' work in KS1 does not show sufficient depth of knowledge and understanding as the scheme of work is not implemented consistently.
- In KS2, pupils have limited perception and understanding of other world faiths.

## 8. SCHOOL IMPROVEMENT

### 8.1 Progress Since the Last Inspection

The school was last inspected in the Spring term 1998. The report identified 13 key issues for action listed below, namely the need to:

- improve pupils' achievement in Welsh in KS1, as a basis for generally improving standards in history, geography, music, physical education and religious education;
- ensure progress and continuity in pupils' education over a two or three year period, especially in the under-fives unit and KS1;
- improve the quality of learning in KS1, responding effectively to the needs of the abler pupils in particular;
- improve the school's assessment and recording, agreeing and establishing procedures for identifying individual pupils' strengths and weaknesses in their daily work and providing them with targets to be achieved in the short term;
- ensure appropriate professional development of teaching staff and support staff;
- agree appropriate procedures for all teachers to assist and monitor their colleagues' work, for mentoring new teachers and for formal appraisal, in the hope of developing an effective team spirit amongst teachers and all support staff;
- improve arrangements for pupils' registration and agree its own policy for child protection, thereby conforming with statutory guidelines;
- extend the school day in order to ensure sufficient time for achieving the curriculum's objectives;
- improve arrangements for support and guidance, collective worship and collective play, in order to promote a feeling of unity and community within the school;
- improve the school's learning environment, ensuring that all the school's resources are recorded, stored and shared effectively for the benefit of all the school's pupils, and by removing all the signs of neglect and indifference of several years;
- ensure pupils' safety and security by removing unpleasant and, possibly, dangerous conditions on site;
- create an SDP, agreeing appropriate policies and setting measurable objectives for the school's performance in the middle term;

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- establish an effective monitoring programme by the governing body of all aspects of the school's provision.

Since the last inspection in March 1998, the school has made variable progress in addressing the key issues, however significant recent progress is evident. Good progress has been made in improving the school's ethos, learning environment, pupils' support and guidance, agreeing appropriate policies and a suitable SDP, and establishing an effective monitoring programme by the governing body. Satisfactory progress has been made in ensuring progress and continuity in children's education in early years, and ensuring appropriate professional development of teaching staff. However, unsatisfactory progress has been made in improving the quality of learning and pupils' standards of achievement in KS1, the school's assessment and recording procedures and developing the role of curriculum co-ordinators.

- The class teacher undertook INSET and worked collaboratively with the Athrawes Fro in ensuring a better balance between oral, writing and reading activities in Welsh. Extra reading and literacy resources were purchased in Welsh. Standards of achievement are now judged to be satisfactory in Welsh, history, music and physical education. However, standards of achievement remain unsatisfactory in design and technology, geography and religious education.
- The frequency of planning and review meetings was increased. Schemes of work and long-term plans have recently been reviewed to ensure progress and continuity. They are now judged to fulfil requirements. However, assessment is not used effectively to ensure that work is differentiated appropriately to promote challenge and progress amongst all pupils. Portfolios and exemplars of pupils' work are in the process of being gathered in all subjects but clear criteria are not used to accurately evaluate the work gathered in pupils' profiles.
- The school discipline and behaviour policy was reviewed and planning undertaken to ensure adequate differentiation of tasks. Teacher expectations were raised in relation to both behaviour and standards of achievement. In this inspection, it is judged that unsatisfactory progress has been made, with a significant amount of unsatisfactory teaching and learning evident in KS1. Lesson aims are not explained to pupils, lessons lack pace and are poorly structured with teaching techniques inappropriate to match the age of the pupils. Lesson plans are very general with insufficient emphasis on progression and differentiation.
- A new co-ordinator was identified and the assessment and recording policy reviewed. Procedures were agreed by teachers for keeping a cumulative record of pupils' work. Target setting was incorporated into planning of pupils' work. Meetings were arranged to discuss and level pupils' work and create subject portfolios. In this inspection, it is judged that unsatisfactory progress has been made. Individual record files have been established and individual target setting is well underway. However, teachers do not have a common expectation of pupils' achievement, and learning outcomes between key stages are inconsistent. The process of moderating as a whole school in order to exemplify standards has yet to commence. Whilst work in the core subjects is assessed at the end of each module, nevertheless, insufficient use is made of assessment to improve the quality of pupils' work and assessment is not used consistently to plan future teaching and learning. Assessment in the foundation subjects remains underdeveloped.
- Members of staff chose appropriate INSET courses to attend according to personal preferences. However, a staff development training file has been recently developed with professional development and performance management policies being implemented. The school is judged to have made satisfactory progress, however a number of teachers

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mainly in KS1 and lower KS2 have insufficient knowledge and understanding of subjects including design and technology, information technology, geography and religious education.

- Procedures were agreed to appraise teachers, mentor the NQT, and for teachers to assist and monitor colleagues' work. There is recent evidence of collaborative planning of work in staff meetings, support staff have undergone behaviour support training and appraisal of teachers is being undertaken. In this inspection it is judged that unsatisfactory progress has been made in respect of the role of curriculum co-ordinators which remains undeveloped. No formal monitoring of standards of achievement has been undertaken but monitoring strategies and plans have been drawn up for the coming three years. There is insufficient support for the induction of the NQT.
- Registration procedures were agreed to conform to Welsh Assembly Government guidelines. A child protection policy was recently formulated. In this inspection, it is judged that arrangements to ensure child protection are now good and staff are familiar with the procedures. However, the school's attendance registers do not fully comply with Welsh Assembly Government requirements.
- Changes were planned for extending the school day which were put in place in September 2003. It is judged that teaching time now fully meets Welsh Assembly Government recommendations.
- Arrangements for collective worship and pupils' support and guidance were planned. In this inspection, it is judged that good progress has been made in unifying the school. The school fulfils statutory requirements with regard to the provision of a daily act of collective worship. Strong links with the parish church and regular visits from the clergy also help promote spiritual development. Pupils participate extensively and respect the atmosphere of reverence.
- Resources were audited and recorded. All unnecessary clutter was removed, classroom furniture upgraded and arrangements were made to ensure the library functioned as an effective learning tool. Pupils' work was displayed in all areas of the school and parts of the school were repainted. It is judged that good progress has been made in ensuring a good learning environment, however the nature of the learning area for the under-fives is such that there are insufficient well structured and purposeful play activities to enhance and extend children's learning.
- The school grounds were cleared of the unpleasant material, the gate pillar was rebuilt and the security of the building was addressed together with the repair of boundary fencing. It is judged that satisfactory progress has been made but the condition of some windows in the school hall and entrance gates remain a health and safety hazard.
- The current SDP was completed in September 2003. It is judged to be an effective working document for developing the school. It contains references to strategies for improvement, clear criteria for evaluating progress and realistic timescales for action; it has been costed effectively within the budget. The school monitors progress made towards achieving set targets.
- Sub-committees were developed and regular governing body meetings held with governor visits to the school each term. It is judged that good progress has been made with the governing body developing a more pro-active role. The governors receive information regularly from the headteacher and they fully understand their duties and responsibilities. They are becoming more informed about curricular matters and the

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process of self-evaluation. The chairperson and responsible person for SEN, together with other governors keep close and regular contact with the school.

## **8.2 Key Issues for Action**

To build on its strengths and further improve the quality of education, the school needs to:-

- raise standards of achievement in design and technology, geography and religious education in KS1;
- continue to maintain standards in subjects and aspects judged to be good and raise standards in subjects and aspects judged to be satisfactory by addressing the shortcomings identified;
- improve the quality of teaching in KS1 and ensure a better balance in the medium of teaching and learning in KS2 to conform more closely to the requirements of an 'A' category school;
- raise standards in ICT across the curriculum in both key stages;
- improve the school's assessment and recording procedures;
- develop the role of curriculum co-ordinators in monitoring standards of achievement;
- develop links with industry;
- ensure children under five have access to a safe and stimulating play area;
- conform to Welsh Assembly Government guidelines in the registration of pupils;
- address health and safety issues identified in the report.

The school is addressing aspects of key issues two, four, five, six and eight in its current SDP.

## APPENDIX

### A. Basic Information About the School

Name of School	Llansteffan Community Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Llansteffan Carmarthen
Post-Code	SA33 5LN
Telephone Number	01267 241479

Headteacher	Mr T M Griffiths
Date of appointment	January 2003
Chair of Governors	Mr R C Meade
Registered Inspector	Mr J Harries
Dates of inspection	22-24 March 2004

### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	1	8	11	7	7	10	9	9	62

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.7

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19.3:1
Average class size, excluding nursery and special classes	20
Teacher (fte) : class ratio	1.03:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2003	96.0	97.9	95.8	96.08
Summer 2003	94.8	97.4	95.9	96.28
Autumn 2002	94.1	96.2	95.7	95.26

Number of pupils excluded during 12 months prior to inspection	0
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## C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2003

<b>National Curriculum Assessment KS1 Results: 2003</b>	Number of pupils in Y2: 6
As the number of pupils eligible for teacher 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:	83	In Wales	80

END OF KEY STAGE 2: 2003

<b>National Curriculum Assessment KS2 Results: 2003</b>	Number of pupils in Y6: 7
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:	71.4	In the school:	71.4
In Wales:	71	In Wales:	71

## D. The Evidence Base of the Inspection

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

### Before the inspection:

- meetings were held with the headteacher and staff, the governing body and 15 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 20 completed questionnaires were analysed and the inspection team took note of the results; 98 per cent responded positively;
- school documentation was examined.

### During the inspection:

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 37 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-times;
- discussions were held with pupils about aspects of their work and life in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the governing body.

## E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr J Harries	Rgl	The school and its priorities; Main findings; Standards of achievement; Standards achieved in key skills across the curriculum; Pupils' spiritual, moral, social and cultural development; Quality of teaching; Curriculum; Quality of self-evaluation and planning for improvement. Leadership and efficiency; Progress since the last inspection; Key issues for action.	early years; English; mathematics; information technology; history; geography.
Mr E James	Lay	Attendance; Partnership with parents and community, schools and other institutions; Partnership with industry.	
Mr O Phillips	Team	Behaviour and attitudes; Assessment, recording and reporting; Support, guidance and pupils' welfare; Provision for pupils with SEN; Staffing, accommodation and learning resources.	Welsh; science; design and technology; music; art; physical education; religious education.

*The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.*