

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Llanybydder C.P. School
Llanybydder
Carmarthenshire
SA40 9RP**

School Number: 6692184

Dates of Inspection: 21/05/07

by

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Llanybydder C.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Llanybydder C.P. School took place between 21/05/07 and 23/05/07. An independent team of inspectors, led by Wil Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 The school is located on a pleasant site in the village of Llanybydder, some five miles south west of Lampeter. It is a rural area and according to the school is neither prosperous nor economically disadvantaged. Approximately 13% of the pupils are entitled to receive free school meals, a figure that is slightly lower than county and national averages.
- 2 There are currently 68 full-time pupils between 4 and 11 years of age on the school register, together with 10 nursery children. The pupils are admitted to school on a full-time basis in the term of their third birthday. School staff include a headteacher, three full-time teachers and one part-time teacher.
- 3 According to the Baseline Assessment pupils' attainment levels vary greatly when they are first admitted to school. Approximately 13% of pupils have additional learning needs, a figure that is lower than county and national averages. Two pupils have a statutory statement of additional learning needs.
- 4 Welsh is the main language spoken in the homes of some 30% of the pupils, but according to the school approximately three quarters of the pupils are now able to speak Welsh as a first language. The school teaches Welsh First Language programmes of study.
- 5 The school was last inspected in July 2001. Since then there has been a considerable reduction in pupil numbers and in the percentage of pupils for whom Welsh is a first language. During the inspection, there were three supply teachers at the school due to the absence of permanent members of staff.

The school's priorities and targets

- 6 The school's main priorities for the period 2007 – 08 include:
 - raising reading standards and improve the quality of written work in both languages;
 - improving the pupils' spoken Welsh;
 - extending the use made by staff of information and communications technology;
 - preparing for the foundation phase.

Summary

- 7 The school's judgements in the report concur with the team's findings in two of the seven key questions.
- 8 The school has made appropriate progress in addressing approximately half the Key Issues identified in the 2001 Report. Raising standards in Welsh and history in key stage 2 and music throughout the school continue to be priorities that require attention.

Table of grades awarded

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

Standards

- 9 The standards achieved in the lessons inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 0% | 65% | 35% | 0% | 0% |

- 10 The standards achieved by pupils in lessons are comparable with all-Wales Welsh Assembly Government [WAG] targets for 2007, namely that 98% or more of lessons should be satisfactory (Grade 3) or better and that 65% should be good (Grade 2) or better.

- 11 The standards achieved by the under-fives are as follows:

| Areas of learning | Nursery | Reception |
|--|---------|-----------|
| Language, literacy and communication | Grade 3 | Grade 3 |
| Personal and social development | Grade 3 | Grade 3 |
| Mathematical development | Grade 3 | Grade 3 |
| Knowledge and understanding of the world | Grade 3 | Grade 3 |
| Creative development | Grade 3 | Grade 3 |
| Physical development | Grade 3 | Grade 3 |

- 12 There are some weaknesses in the educational provision for the under-fives, but there is evidence that they can be rectified quite easily.
- 13 The standards achieved in the areas of learning and subjects inspected are as follows:

| Areas of learning | Key Stage 1 | Key Stage 2 |
|--------------------------|--------------------|--------------------|
| Welsh | Grade 2 | Grade 3 |
| Design and technology | Grade 2 | Grade 2 |
| History | Grade 2 | Grade 3 |
| Art | Grade 2 | Grade 2 |
| Music | Grade 3 | Grade 3 |

- 14 Pupils with additional learning needs make appropriate progress according to their age and ability and they achieve the individual targets set for them.
- 15 Pupils of all ages make good progress in their communication skills and their mathematical skills and they become increasingly confident in their use of information and communications technology.
- 16 The pupils' bilingual competence is developing appropriately. Welsh learners make good progress in their ability to speak, read and write the language in various curricular contexts.
- 17 National Curriculum assessment results at the end of both key stages during the last three years have varied considerably from one year to another. During the period in question, the performance of girls has almost without exception been better than that of boys in all subjects.
- 18 In 2006, the performance of pupils in both key stages was mainly in the lower 25% group of schools with a similar percentage of pupils entitled to receive free school meals. This can be attributed to the high percentage of pupils with additional learning needs in both groups.
- 19 The pupils make good progress in their learning and in their personal, moral and social development. They have a positive attitude towards their learning and work well together. They show respect and care in all their involvement with other pupils and with adults.
- 20 The standards of pupils' behaviour are good and they are considerate and courteous towards others.
- 21 From the early years onwards, the pupils make good progress in their ability to work independently, but their ability to evaluate their own work has not been developed sufficiently.
- 22 The pupils respect the diversity of other beliefs, attitudes and cultural and social traditions and they have a good awareness of equal opportunity issues.

- 23 Average levels of attendance at the school over the last three full terms have been 95%, which is higher than national and county averages. Pupil punctuality is good.

The quality of education and training

- 24 The quality of teaching was adjudged to be as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 0% | 65% | 35% | 0% | 0% |

- 25 This is lower than the national picture as reported by Her Majesty's Chief Inspector in her annual report for 2005-2006.
- 26 The teaching in key stages 1 and 2 is generally good, but there are some shortcomings in the quality of the teaching of the under-fives.
- 27 There is a good working relationship between teachers and pupils; everyone is dealt with fairly and the school ensures that all pupils are treated equally. There is a clear structure to lessons and pupils are encouraged to work independently. Teachers in key stages 1 and 2 have a sound knowledge of the subjects they teach.
- 28 Where there are shortcomings to the teaching in key stage 2, the teachers' presentations are too lengthy and there is a lack of challenge in the work provided for the more able pupils. There are some shortcomings in the quality of the experiences provided for the under-fives.
- 29 The quality of the assessment for the under-fives, including the Baseline Assessment, is good.
- 30 A proper and appropriate system is applied in key stage 1 and 2 for assessing pupils' achievements, but there is a lack of consistency in the method used to record progress and insufficient use is made of the assessments in planning the next steps in learning. Teachers mark pupils' work regularly and appropriate personal targets are set for each pupil. However, there is no whole-school system for giving pupils an active role in the assessment process.
- 31 The quality of the annual reports for parents is good and they conform to statutory requirements.
- 32 The curriculum provided is appropriate to the needs of a range of pupils. The school offers a wide range of experiences and provides equal access to a curriculum based on relevant activities. It conforms to legal requirements.
- 33 The quality of the curriculum provided for the under-fives is generally appropriate but there are certain shortcomings in the provision.
- 34 The provision for improving the pupils' bilingual skills is effective. A sound emphasis is placed on the Welsh dimension within a number of curricular areas.

- 35 All pupils receive equal access to all school activities. The wide range of extra-curricular activities organised, together with the numerous educational visits, make a good contribution to pupils' personal, social and educational development.
- 36 The pupils' spiritual, social, moral and personal development is promoted effectively and there is good provision for promoting healthy eating and healthy living practices.
- 37 There are good links with parents but the School Handbook does not contain the required information in relation to disabled access.
- 38 The school takes full advantage of community resources and works closely with other small schools in the area. It also works very closely with the local secondary school.
- 39 There are appropriate links with local businesses and use is made of the expertise of people working in the community to share their experiences with pupils, but there is no clear strategy for developing pupils' awareness of the world of work.
- 40 The school operates at a basic level in terms of raising pupils' awareness and understanding of sustainable development and global citizenship.
- 41 Some opportunities are provided for pupils to develop their enterprise skills, but the work tends to be too superficial.
- 42 The quality of the care, support and guidance offered to pupils is good. The pupils are happy at the school and they feel that they are well supported by adults.
- 43 Pupils' well being is effectively ensured in several aspects of the life of the school. The School Council is an effective means of enabling pupils to influence decisions made with regard to their own well being at the school.
- 44 There are appropriate arrangements for monitoring pupils' attendance, punctuality and behaviour. Where the behaviour of individuals causes concern they receive good support.
- 45 There are appropriate arrangements and procedures in place for all aspects of pupil safety.
- 46 The provision for pupils with additional learning needs is generally good. Their needs are recognised at an early stage and pupils receive appropriate support from teachers and assistants.
- 47 The school succeeds in developing pupils' understanding of other cultures. Good causes are regularly supported and this makes a good contribution to pupils' personal and social education.

- 48 Every pupil receives opportunities to take part in all school activities. Reasonable steps are taken to ensure that disabled pupils would not suffer from being treated less favourably.

Leadership and management

- 49 The ready co-operation between the headteacher, staff and governors makes a good contribution to the school's development. Equal opportunities for all are provided and the contribution of every individual is valued.
- 50 The teachers and the classroom assistants work effectively as a team and they make a significant contribution to the school's development.
- 51 The day-to-day management of the school is effective but the headteacher has no clear arrangements to ensure that all the required policies have been discussed and adopted by the governing body.
- 52 The governors have a good understanding of their roles and responsibilities and they give good support to the headteacher. However, they do not receive sufficient information to allow them to fulfil their strategic role effectively. They are aware of their monitoring and evaluation role, but they do not have clear strategies for fulfilling their work. They satisfy the vast majority of their legal duties.
- 53 Appropriate self-evaluation arrangements are well established at the school and they are regularly used in order to identify the school's strengths, together with those aspects that need further attention. However, there is not a sufficiently clear focus on the standards achieved by pupils in the evaluations and neither is there a clear arrangement for sharing the findings with the governing body.
- 54 Pupils receive some opportunities to contribute to the school's self-evaluation through the School Council but there are no formal arrangements for discovering parents' views about the school.
- 55 The quality of the summary self-evaluation report submitted to the inspectors prior to the inspection is generally good, despite some shortcomings in certain sections.
- 56 The Development Plan gives a broad outline of the school's priorities but it does not give adequate attention to how it is intended to improve the standards achieved by pupils.
- 57 There are enough teachers and resources to teach all aspects of the curriculum. Effective use is made of the accommodation.
- 58 Financial management is tight and the school operates well within its budget. The Governing Body monitors expenditure effectively and it ensures cost effectiveness.

Recommendations

The school needs to:

- R1 raise standards in Welsh and history in key stage 2, and standards in music in both key stages;
- R2 raise the standards achieved by the under-fives in the six areas of learning;
- R3 establish more formal arrangements for producing and adopting management policies and ensure that the school Prospectus conforms to statutory requirements;
- R4 develop more effective self-evaluation arrangements and create a clearer link between evaluation outcomes and the School Development Plan;
- R5 further develop the governors' monitoring and evaluation role and ensure that they receive the necessary information in order to fulfil their strategic role more effectively;
- R6 address the shortcomings identified in the arrangements for assessing and recording pupils' progress and ensure consistency in the operational methods used across the school.

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

59 The findings of the inspection team are different to the Grade 2 awarded by the school in its self-evaluation report. The school's evaluation was not sufficiently searching to identify important shortcomings in three of the areas inspected.

60 The standards achieved in the lessons inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 0% | 65% | 35% | 0% | 0% |

61 The standards achieved by pupils in lessons are comparable with all-Wales Welsh Assembly Government [WAG] targets for 2007, namely that 98% or more

of lessons should be satisfactory (Grade 3) or better and that 65% should be good (Grade 2) or better.

62 The standards achieved by the under-fives are as follows:

| Areas of learning | Nursery | Reception |
|--|----------------|------------------|
| Language, literacy and communication | Grade 3 | Grade 3 |
| Personal and social development | Grade 3 | Grade 3 |
| Mathematical development | Grade 3 | Grade 3 |
| Knowledge and understanding of the world | Grade 3 | Grade 3 |
| Creative development | Grade 3 | Grade 3 |
| Physical development | Grade 3 | Grade 3 |

63 There are some weaknesses in the educational provision for the under-fives, but there is evidence that they can be rectified quite easily.

64 The standards achieved in the areas of learning and subjects inspected are as follows:

| Areas of learning | Key Stage 1 | Key Stage 2 |
|--------------------------|--------------------|--------------------|
| Welsh | Grade 2 | Grade 3 |
| Design and technology | Grade 2 | Grade 2 |
| History | Grade 2 | Grade 3 |
| Art | Grade 2 | Grade 2 |
| Music | Grade 3 | Grade 3 |

65 Pupils with additional learning needs make appropriate progress according to their age and ability and they achieve the individual targets set for them.

66 Pupils of all ages make good progress in their communication skills and their mathematical skills and they become increasingly confident in their use of information and communications technology.

67 Pupils in both key stages make good progress in their key skills. They discuss, read and write confidently in their mother tongue and they use their mathematical skills with increasing accuracy. They make good use of information and communications technology to support their learning.

68 The pupils' bilingual competence is developing appropriately. Welsh learners make good progress in their ability to speak, read and write the language and by the end of Y6, the majority are able to use Welsh and English in various curricular contexts.

69 National Curriculum assessment results at the end of both key stages during the last three years have varied considerably from one year to another. During the period in question, the performance of girls has almost without exception been better than that of boys in all subjects.

70 In 2006, the percentage of key stage 1 pupils who attained Level 2 in the National Curriculum assessments is slightly lower than the national average in mathematics, science and Welsh.

- 71 Over the same period, the number of key stage 2 pupils who attained Level 4 in Welsh, English, mathematics and science are considerably lower than national performance in all subjects.
- 72 The performance of pupils in both key stages was mainly in the lower 25% group of schools with a similar percentage of pupils entitled to receive free school meals. This can be attributed to the high percentage of pupils with additional learning needs in both groups assessed.
- 73 The pupils make good progress in their learning and in their personal, moral and social development. They have a positive attitude towards their learning and they work productively in lessons, persevering and concentrating on their tasks for extended periods. They respond enthusiastically to questions and undertake their work without delay.
- 74 Pupils of all ages work well together and they show respect and care for others. They take responsibility for their actions and work and they show honesty and fairness in all their involvement with other pupils and with adults.
- 75 The pupils' ability to evaluate their own work and to identify what needs to be done to improve it has not been developed sufficiently.
- 76 The pupils' creative skills are good. They produce imaginative artwork and offer original ideas as they work on design and technology skills.
- 77 The standards of pupils' behaviour are good. They have a clear understanding of teachers' expectations and are considerate and courteous towards others. They are very friendly to visitors and they converse in a particular mature and confident manner.
- 78 From the early years onwards, the pupils make good progress in their ability to work independently but their ability to evaluate their own work has not been developed sufficiently.
- 79 The pupils respect the diversity of other beliefs, attitudes and cultural and social traditions. They have a good awareness of equal opportunity issues.
- 80 Pupils' knowledge and understanding of their community are developing effectively through educational visits and close co-operation with a number of organisations in the village.
- 81 Average levels of attendance at the school over the last three full terms have been 95%, which is higher than national and county averages. Pupil punctuality is good.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

82 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded grade 2 for this key question. Due to very recent staffing changes the quality of teaching was not as effective as adjudged by the school in its self-evaluation report. The school had also failed to fully consider the gaps in the assessment arrangements.

83 The quality of teaching was adjudged to be as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 0% | 65% | 35% | 0% | 0% |

84 This is lower than the national picture as reported by Her Majesty's Chief Inspector in her annual report for 2005-2006. Nationally, the quality of teaching is good or better (grades 1 and 2) in 79% of lessons and outstanding (grade 1) in 18% of lessons.

85 The teaching in key stages 1 and 2 is generally good, but there are some shortcomings in the quality of the teaching of the under-fives.

86 There are many good features to the teaching. There is a good working relationship between teachers and pupils; everyone is dealt with fairly and the school ensures that all pupils are treated equally. There is appropriate provision for pupils of various abilities and they receive good opportunities to work as a class, members of small groups or with a partner.

87 The teaching effectively provides for pupils' linguistic needs, including using knowledge and skills in Welsh and English across the curriculum.

88 In general, there are clear objectives to the lessons and the teachers' planning is appropriate. The presentations are lively, there is a clear structure to the lessons and pupils are encouraged to work independently. Key stage 1 and 2 teachers have a sound knowledge of the subjects they teach.

89 Where there are shortcomings to the teaching in key stage 2, the teachers' presentations are too lengthy and there is a lack of challenge in the work provided for the more able pupils. There are some shortcomings in the quality of the experiences provided for the under-fives.

90 The quality of the assessment for the under-fives, including the Baseline Assessment, is good.

91 A proper and appropriate system is applied in key stage 1 and 2 for assessing pupils' achievements, but there is a lack of consistency in the method used to record progress and insufficient use is made of the assessments in planning the next steps in learning. Effective use is made of the portfolios of pupils' work in order to moderate teachers' assessments.

92 Teachers mark pupils' work regularly and in the best practice in key stage 1, the comments offer appropriate feedback on how to improve the work. Appropriate personal targets are set for each pupil, but there is no whole-school system for giving pupils an active role in the assessment process.

- 93 The assessment and recording systems for pupils with additional learning needs fulfil statutory requirements.
- 94 The quality of the annual reports for parents is good and they conform to statutory requirements. Parents appreciate the formal opportunities they receive to discuss their pupils' progress with teachers on two occasions during the year.

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

Grade 3: Good features outweigh shortcomings

- 95 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school awarded grade 2 for this key question. The highest grade that can be awarded for this key question is grade 3 due to the fact that the school Prospectus does not conform fully to statutory requirements.
- 96 The curriculum provided is appropriate to the needs of a range of pupils. The school offers a wide range of experiences and provides equal access to a curriculum based on relevant activities. It conforms to legal requirements.
- 97 The quality of the curriculum provided for the under-fives is generally appropriate but there are certain shortcomings in the provision.
- 98 There are appropriate schemes of work for ensuring balance, breadth and coherence in pupils' educational experiences and that the basic skills and key skills receive due attention.
- 99 The provision for improving the pupils' bilingual skills in Welsh and English is effective. A sound emphasis is placed on the Welsh dimension within a number of curricular areas.
- 100 The pupils' learning experiences are promoted by a good range of extra-curricular activities, including after school clubs and residential visits. The wide range of visits arranged to interesting places enhance the pupils' experiences and add to their knowledge and understanding.
- 101 Circle time and the sessions of collective worship promote the pupils' spiritual, moral and personal development in a sensitive manner that enables them to discuss of importance to them. The ethos of the school also makes a constructive contribution to pupils' personal and social development.
- 102 There is good provision for promoting healthy eating and healthy living practices. A good collection of play equipment is provided for pupils during play times and a fruit shop is available to them during the morning break period.
- 103 There are good links with parents. The parents' response at the pre-inspection meeting was testimony to their support for the school and to their satisfaction with the quality of the education provided for their children. There are effective communication systems between the school and the home but the School

Handbook does not contain the required information with regard to disabled access.

- 104 The school takes full advantage of community resources. A number of useful visits to the community are conducted and visitors from the village contribute towards the pupils' education.
- 105 The school works closely with other small schools in the area in order to share resources, moderate work and hold training sessions. There is also very close co-operation with the local secondary school in order to secure continuity and progress in the pupils' education as they transfer at the end of Y6.
- 106 There are appropriate links with local businesses and visits are arranged to industries linked to current class work. The school also makes use of people employed in the community such as the police to discuss their work with pupils. However, there is no clear strategy for further developing the pupils' awareness of the world of work.
- 107 Equal access and opportunities are promoted in several aspects of the life of the school, such as sports, class activities and the special care shown by teachers and assistants for every pupil.
- 108 The school operates at a basic level in terms of raising pupils' awareness and understanding of sustainable development and global citizenship.
- 109 Some opportunities are provided for pupils to develop their enterprise skills, but the work tends to be too superficial.
- 110 The learning experiences give appropriate attention to a good number of national priorities for lifelong learning. These include bilingualism, co-operative skills and problem solving.

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

Grade 2: Good features and no important shortcomings

- 111 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 112 The quality of the care, support and guidance offered to pupils is good, and the pupils say that they are happy at school. They feel that they receive good support and parents in turn have confidence in the care provided for their children. The school co-operates well with the Local Education Authority, and makes effective use of a range of relevant agencies.
- 113 The under-fives settle in quickly at school. The pupils who start school in key stage 1 or key stage 2 receive good support from teachers and pupils come to feel at home within a short period of time.
- 114 Pupils of all abilities and backgrounds receive good quality personal support and guidance. The School Council is an effective means of enabling pupils to influence decisions made with regard to their own well being at the school.

- 115 There are appropriate arrangements for monitoring pupils' attendance, punctuality and behaviour. Where the behaviour of individuals causes concern they receive good support. There are appropriate procedures in place if any instances of bullying were to arise.
- 116 The attention given to healthy foods makes a good contribution to the personal and social education curriculum. The pupils' well being is effectively secured in several aspects of the life of the school.
- 117 There are appropriate arrangements and procedures in place for all aspects of pupil safety.
- 118 The provision for pupils with additional learning needs is generally good and it ensures that these pupils make appropriate progress within their age and ability. Their needs are recognised at an early stage and an individual education plan is provided for each pupil. Pupils receive appropriate support from teachers and assistants within the classroom and there are close links between the school and the pupils' parents.
- 119 The school succeeds in developing pupils' understanding of other cultures. In several subjects the work reflects the importance the school places on respect for others. Good causes are regularly supported and this makes a good contribution to pupils' personal and social education.
- 120 Every pupil receives opportunities to take part in all school activities, and gender equality is promoted in all aspects of the life and work of the school. Reasonable steps are taken to ensure that disabled pupils would not suffer from being treated less favourably.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 121 The findings of the inspection team do not concur with the school's Grade 2 judgement in its self-evaluation report. The school had not given sufficiently careful consideration to all the requirements of this question in its self-evaluation.
- 122 The ready co-operation between the headteacher, staff and governors makes a good contribution to the school's development. They are all committed to the success of the school and they share agreed values with regard to inter-relationships and behaviour. Equal opportunities for all are provided and the contribution of every individual is valued.
- 123 The day-to-day management of the school is effective, but the headteacher has no clear arrangements to ensure that all the required policies have been discussed and adopted by the governing body.

- 124 The teachers and the classroom assistants work effectively as a team. Members of staff shoulder a good measure of responsibilities and they make a significant contribution to the school's development.
- 125 Appropriate consideration is given to local and national priorities when setting development priorities. The school has gained the Basic Skills Agency Quality Mark accreditation and has prioritised the need to raise pupils' awareness of healthy eating and living practices. The school works effectively with a number of local and county partnerships such as colleges and schools.
- 126 Appropriate targets have been set for pupil performance at the end of key stage two. They are ambitious and achievable targets that are based on the likely performance of individual pupils.
- 127 There are appropriate arrangements for monitoring the performance of individual pupils. The agreed objectives emanate from teachers' professional needs and from the school's development priorities. There are effective arrangements for the induction of newly qualified teachers.
- 128 The governors have a good understanding of their roles and responsibilities and they are aware of a limited number of the school's developmental needs. They give good support to the headteacher and are aware of their role as critical friend for the school. However, they do not receive sufficient information to allow them to fulfil their strategic role effectively.
- 129 They are aware of their monitoring and evaluation role, but they do not have clear strategies for fulfilling their work. They satisfy the vast majority of their legal duties.

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

Grade 3: Good features outweigh shortcomings

- 130 The findings of the inspection team do not concur with the school's Grade 2 judgement in its self-evaluation report. As there are some shortcomings in the self-evaluation arrangements it is not possible to agree with the school's judgement.
- 131 The school's judgements in the report concur with the team's findings in two of the seven key questions.
- 132 Appropriate self-evaluation arrangements are well established at the school and they are regularly used in order to identify the school's strengths, together with those aspects that need further attention. Good attention is given to the quality of planning and to the adequacy of learning resources but there is not a sufficiently clear focus in the evaluations on the standards achieved by pupils. Although the outcomes of the evaluations are shared with members of staff there is there no clear arrangement for providing written reports on them to the governing body.

- 133 The self-evaluation arrangements draw on direct evidence from numerous sources, including examining pupils' work, analysis of National Curriculum assessments and internal standardised tests and lesson observation. Appropriate use is made of benchmarking data in order to compare the school's performance with similar schools in terms of the percentage of pupils receiving free school meals.
- 134 Pupils receive some opportunities to contribute to the school's self-evaluation through the School Council but there are no formal arrangements for discovering parents' views about the school.
- 135 The quality of the summary self-evaluation report submitted to the inspectors prior to the inspection is generally good, despite some shortcomings in certain sections. It contains a detailed analysis of the school's performance at the end of both key stages but there is no evaluation of progress made since the last inspection.
- 136 The Development Plan gives a broad outline of the school's priorities but it tends to be too generalised and does not give adequate attention to how it is intended to improve the standards achieved by pupils. There are few links between the outcomes of the self-evaluation system and the school's priorities in the Development Plan.
- 137 The school has made appropriate progress in addressing approximately half the Key Issues identified in the 2001 Report. Raising standards in Welsh and history in key stage 2 and music throughout the school continue to be priorities that require attention.

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

Grade 2: Good features and no important shortcomings

- 138 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 139 There are enough suitably qualified teachers to teach all aspects of the curriculum. Their expertise is used efficiently as they exchange classes and undertake subject responsibilities. The positive impact of the professional development courses is seen on aspects of learning and teaching, such as the effective use of information technology across the school.
- 140 The 'athrawes fro' and the part-time assistant who listens to the children and another member of staff who teaches art make a very effective contribution to the pupils' progress. The other support staff in the classes work well to promote the progress of the pupils in their care.
- 141 Planning, preparation and assessment time is used well and the arrangements make a positive contribution to the standards achieved by pupils.

- 142 The school has an adequate supply of appropriate resources for all ages. The equipment is in good condition and in general it is used regularly and effectively during lessons. However, insufficient use is made of the interactive whiteboards.
- 143 Effective use is made of the accommodation. The tasteful displays on the walls of classrooms and corridors make a good contribution to creating a pleasant ethos at the school and they are effective learning resources.
- 144 Financial management is tight and the school operates well within its budget. The Governing Body monitors expenditure effectively and it secures cost effectiveness.

Standards achieved in subjects and areas of learning

Under fives

- 145 There are some weaknesses in the educational provision for the under-fives, but there is evidence that they can be rectified quite easily.

Language, literacy and communication skills

Nursery - Grade 3: Good features outweigh shortcomings

Reception - Grade 3: Good features outweigh shortcomings

Good features

- 146 In general, the nursery children listen attentively and talk enthusiastically about events at school and in the home. They retell stories in the correct order. They can recognise a small number of lessons and hold books properly. The majority are able to write their names correctly. The children who do not speak Welsh at home make good progress in a short period of time.
- 147 The majority of reception children listen well to each other and to adults. They follow instructions correctly, and they talk enthusiastically about their work. They recognise a good number of letters and can form them correctly. The majority are able to read some familiar words with ease. They understand some of the functions of writing.

Shortcomings

- 148 Many of the children, particularly those who do not speak Welsh as a first language, do not use vocabulary and syntax with sufficient fluency to express ideas and convey meaning effectively.

Personal and Social Development

Nursery - Grade 3: Good features outweigh shortcomings

Reception - Grade 3: Good features outweigh shortcomings

Good features

149 The nursery children have a good awareness of cleanliness. They form good relationships with others, and usually play and work happily together. They respond effectively to the order of activities. The majority exhibit a good measure of confidence as they undertake their tasks.

150 The reception children understand the importance of class rules. The majority form good relationships with other children and with adults. They work well as part of a group, taking their turn and sharing fairly. They show respect towards living things.

Shortcomings

151 A small number of nursery and reception children have difficulty in concentrating and persevering with their learning. They do not always behave appropriately.

152 The majority of children are too dependent on adults' ideas and guidance, rather than working independently.

Mathematical Development

Nursery - Grade 3: Good features outweigh shortcomings

Reception - Grade 3: Good features outweigh shortcomings

Good features

153 The nursery children count to ten easily and they have a good understanding of large and small numbers. They are able to classify objects according to colour and they have a good understanding of two-dimensional shapes. They create patterns and understand that money is needed to spend in the class post office.

154 The reception children count to twenty easily, and they have a good knowledge of the features of two-dimensional shapes. They understand the purpose of money when buying and spending in the flower shop, and are able to compare and arrange objects. They begin to understand mathematical concepts such as 'less' and 'more'.

Shortcomings

155 Neither the nursery children nor the reception children make sufficient use of mathematical language in appropriate contexts.

156 The children do not know an appropriate range of songs, rhymes and counting games.

Knowledge and Understanding of the World

Nursery - Grade 3: Good features outweigh shortcomings

Reception - Grade 3: Good features outweigh shortcomings

Good features

157 The nursery children talk enthusiastically about their families and homes and about the postman's work. They can name different types of buildings and begin to understand the concept of time and the order of the day. They discuss the weather well and know that they live in Llanybydder.

158 The reception children are able to name some of the materials used to build a house. They recognise the characteristics of living things and have a basic understanding of the seasons and their characteristics. The most able children talk about their observations and ask questions about why things happen.

Shortcomings

159 The children have little information about the area in which they live and they do not appreciate the importance of the environment.

Physical Development

Nursery - Grade 3: Good features outweigh shortcomings

Reception - Grade 3: Good features outweigh shortcomings

Good features

160 The nursery children make good use of small equipment such as writing equipment and building blocks, showing increasing control. When playing with large toys on the yard they make sensible use of space and they move safely on the slide and the climbing equipment, displaying a good measure of confidence.

161 The reception children handle small equipment such as a paintbrush and pasting equipment with confidence. They use scissors safely and with good control and are able to use the computer mouse effectively. On the yard they move confidently when balancing and climbing on the large equipment and on the bicycles.

Shortcomings

162 The majority of children exhibit a lack of self-control when playing on large equipment and toys.

Creative Development

Nursery - Grade 3: Good features outweigh shortcomings

Reception - Grade 3: Good features outweigh shortcomings

Good features

- 163 The nursery children work confidently with various media to create colourful pictures and lively models of their homes. They sing tunefully and keep good rhythm. They role-play eagerly, as seen in the short drama they created based on the story of the Three Little Pigs.
- 164 The reception children work well together to create a group collage of the Three Little Pigs. They produce lively pictures of their homes and use sponge and paint to create beautiful patterns. They use puppets to re-create a story and are able to produce rhythms based on their names.

Shortcomings

- 165 Neither the nursery children nor the reception children experiment with a wide enough range of media and nor do they create music with a variety of instruments and their voices.

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| Welsh |
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Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 166 The pupils' listening skills are developing well in both key stages. The majority, including those who are learning Welsh, understand and respond positively to instructions, observations and questions.
- 167 Across the school, the majority of pupils speak confidently and fluently and they are eager to share their experiences with others. The most able pupils offer extended replies to questions, using elaborate language. The majority of pupils in both key stages express their opinions confidently, and the pupils who are learning Welsh as a second language use language patterns and vocabulary that are generally correct.
- 168 The reading skills of pupils in key stage 1 are developing soundly, and the pupils have good letter and sound recognition. They enjoy reading and most are able to read fluently. They understand what they have read, and a few pupils begin to understand differences between works of fiction and non-fiction.
- 169 Reading standards across key stage 2 are good. The pupils read books that correspond to their age and ability with a good measure of understanding. They use a number of strategies to help them to understand the text and when looking for information. A small number read aloud to very good effect.
- 170 Across key stage 1 the pupils write in a good range of forms. Their work shows a good awareness of punctuation conventions and handwriting and spelling skills are developing in accordance with pupils' ages and abilities.
- 171 Pupils in key stage 2 write in a variety of appropriate forms and they understand that register is dependent on the purpose of the work and its audience. They

show good awareness of the importance of punctuation and spelling, and they have an appropriate knowledge of syntax.

Shortcomings

172 A small number of pupils in key stage 2 have difficulty in expressing themselves fluently when speaking.

173 Across key stage 2, the pupils do not produce sufficient pieces of extended writing.

Design and technology

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

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

174 Pupils in key stage 1 successfully undertake assignments in which they design and make products. They develop their own ideas, suggest the best way to move forward and convey their ideas by making freehand drawings. They assemble, join and combine a wide range of materials and components, keeping an eye on the finish of their products.

175 They skilfully use simple mechanisms and axles in their products. They can name the main strengths of their work, as well as identifying how they could make improvements.

176 Pupils in key stage 2 conduct detailed investigations into products prior to creating their own models. They give good attention to the appearance and construction of the finished products, and they use what they have learned when creating their own products.

177 Pupils in key stage 2 design and create models and structures with great skill. Their designs reflect a good awareness of the characteristics of materials, such as strength and flexibility, and they can select the best design, giving good reasons for their selection. They produce original ideas and use a wide range of materials and techniques such as stitching and pasting to create objects and models.

178 In key stage 2, pupils use electrical components to improve the effectiveness of their products and they can control the movements of their objects by using a computer programme.

Shortcomings

179 There are no important shortcomings.

History

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 180 Pupils in key stage 1 ask and respond to a good variety of questions about the past. They discover information about the past from a range of sources, including books and pictures and they know that artefacts belong to a specific historical period. Their sense of chronology is developing well and they have a firm grasp of the development periods from childhood to growing old.
- 181 Key stage 1 pupils' understanding of the passage of time is good and they use the appropriate historical vocabulary to explain and describe events in the past. They discuss in detail the lives of children in days gone by, such as Jane Pritchard and Susan Rees, explaining their living conditions.
- 182 Pupils in key stage 2 have an appropriate awareness of chronology and they know that the past can be divided into several periods. They use appropriate passage of time vocabulary when investigating the past.
- 183 Key stage 2 pupils' knowledge of the characteristics, events and people from the past is good. When studying the history of Beca, they begin to recognise the reasons for the events and come to realise the significance of the actions of certain local historical figures.
- 184 Pupils in key stage 2 differentiate between fact and viewpoint and are able to describe different ways of representing the past. They convey historical information in various ways, including stories, pictures and portraits of individuals.

Shortcomings

- 185 A number of pupils in key stage 2 have a superficial knowledge of the areas they have studied.
- 186 Skills such as recognising cause and effect and investigating various sources have not been sufficiently developed in key stage 2.

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| Art |
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Key Stage 1 - Grade 2: Good features and no important shortcomings

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

Good features

- 187 In key stage 1, the pupils experiment with a wide range of media as they draw, paint, print and create collage. They talk intelligently about their own work and about the work of other artists, including artists from Wales, and they emulate their styles to produce their own original work.
- 188 Pupils in key stage 1 use a wide range of techniques and apply them to meet the requirements of various tasks. They mix colours and materials with great success to create various effects. The pupils have a good awareness of art

elements and as they produce a collage of the 'Pleasant Cottage' they discuss the use of line, shape and space intelligently.

- 189 In key stage 2, the pupils work with a very wide range of materials, displaying a sound understanding of line, colour, pattern, texture, shape, form and space. They successfully experiment with different techniques to produce good quality pictures.
- 190 Pupils in key stage 2 have a good awareness of artists from Wales and some of the great artists of the world. They have produced work of very high quality based on direct observations of village buildings.
- 191 The knowledge of pupils in both key stages of art from other cultures is good. They have produced interesting paintings and patterns in the style of the Maasai tradition.
- 192 Pupils in both key stages regularly discuss, evaluate and improve their work.

Shortcomings

- 193 There are no important shortcomings.

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|--------------|
| Music |
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Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 194 Pupils across the school sing tunefully, phrasing intelligently.
- 195 In key stage 1 pupils confidently control a range of percussion instruments. They vary the techniques used to play them in order to create different effects. They compose short, enjoyable pieces as accompaniment to a story. They understand what a simple graphic score is, and can follow a score effectively as they perform.
- 196 In key stage 1, the pupils listen well to pieces of music. They can differentiate effectively between soft and strong or quick and slow sounds, expressing their opinions about various pieces of music.
- 197 In key stage 2 the pupils compose and perform short pieces using tuned and untuned instruments. They are able to keep to the beat effectively.
- 198 Pupils in key stage 2 know the meaning of some musical terms, such as tempo and dynamics and they use them effectively when discussing music. They evaluate their own work appropriately. They can name some orchestral instruments and know some facts about various composers.
- 199 Pupils in key stage 2 who receive instrumental tuition benefit from the expertise of a peripatetic teacher to improve their skills.

Shortcomings

- 200 Pupils across the school do not give enough attention to poise, breathing, intonation and dynamics when singing.
- 201 Pupils in both key stages do not evaluate their own music and that of other people in sufficient depth and detail. They do not listen to a broad range of music in any depth.
- 202 Pupils in both key stages are too dependent on the teachers' ideas as they compose music, and the work they produce is often not challenging enough.

School's response to the inspection

The staff and governors of Ysgol Gynradd Llanybydder, having studied the inspection findings, are proud to state that the report is fair, positive and constructive.

The inspectors' views concur with the school's judgement in a number of the key questions in the self-evaluation document.

The inspection was a developmental process and featured a professional and productive dialogue. We had the opportunity to exhibit the required evidence, to confirm our opinions and to express our views on specific aspects. We also took advantage of the opportunity to highlight all the school's strengths. It was felt that the role of the nominee had been a particularly valuable aspect of the process.

The inspection acknowledged a considerable number of positive elements. The report emphasised the pupils' success in the development of their bilingual competence. Reference was also made to the pupils' good behaviour and to their considerate and courteous demeanour. There is an acknowledgment of the high quality of the teaching, much deserved given our teachers' commitment and skills.

There is a clear focus on standards and achievement. The high standards achieved in KS1 are acknowledged, and we take great pride in this. There are a considerable number of aspects in which we achieve good standards, and we feel as a school that we can now aim to further develop and extend our provision. It was agreed that improvements are required in some aspects; amongst them history standards in KS2, the provision for the under-fives and extending the pupils in their musical composition. We are confident that we can work on the recommendations in this report, and that in doing so the school will aim to move forward to achieve higher standards.

At Ysgol Gynradd Llanybydder, there is a genuine sense of pride in all that we do. The inspection has given the school an opportunity to take a detailed look at all aspects of its life and work, and the preparation of the self-evaluation process was a positive process in that we highlighted all the school's achievements to date. This reflected the culture of self-evaluation that is an integral part of the life of the school. The inspection has reinforced our strengths and has clearly identified the areas in which further development is required.

The school faced this inspection during a difficult period of absence of several members of the School's permanent staff. We therefore take pride in the positive report that talks about the fact that the "ready co-operation between the headteacher, staff and governors makes a good contribution to the school's development".

Appendix 1

Basic information about the school

| | |
|--|-----------------------------------|
| Name of school | Llanybydder County Primary School |
| School type | Nursery and Primary |
| Age-range of pupils | 3 – 11 years |
| Address of school | Llanybydder Carmarthenshire |
| Post-code | SA40 9RP |
| Telephone number | 01570 480639 |
| Headteacher | Mr Ian Robert Howells |
| Date of appointment | April 1998 |
| Chair of governors/ Appropriate authority | Mr H Evans |
| Reporting inspector | Wil Williams |
| Dates of inspection | 21 – 23 May 2007 |

Appendix 2

School data and indicators

| Number of pupils in each year group | | | | | | | | | |
|-------------------------------------|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 13 | 13 | 3 | 9 | 9 | 8 | 10 | 11 | 76 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 4 | 1 | 4.8 |

| Staffing information | |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 17.1:1 |
| Pupil: adult (fte) ratio in nursery classes | 7.5:1 |
| Average class size, excluding nursery and special classes | 13:1 |
| Teacher (fte): class ratio | 1.2:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|-------|-------|----------------|
| Term | N | R | Rest of school |
| Summer 2006 | 94.5% | 95.7% | 94.2% |
| Autumn 2006 | 96.1% | 95% | 95.2% |
| Spring 2007 | 95% | 92.2% | 95.1% |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 13% |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix 3

National Curriculum Assessment Results: End of Key Stage 1

| | | |
|---|------------------------|---|
| National Curriculum Assessment KS1 Results 2006 | Number of pupils in Y2 | 8 |
| As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included | | |

| | | | |
|---|-------|----------|-------|
| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
| In the school | 62.5% | In Wales | 80.9% |

National Curriculum Assessment Results: End of Key Stage 2

| | | |
|--|------------------------|---|
| National Curriculum Assessment KS2 Results 2006 | Number of pupils in Y6 | 9 |
| 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) according to teacher assessment | | | |
| In the school | 37.5% | In Wales | 74.3% |

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection.

These inspectors visited:

- seventeen lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- twenty-two responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

| Inspector | Type | Aspects | Subjects/areas of learning |
|------------------|-------------|--|--|
| Wil Williams | Rgl | Context; Summary; Recommendations; Annexes; Key questions 1; 3; 5 and 6. | Design and technology; history; art |
| Zhorah Evans | Team | Key questions 2; 4 and 7. | Under-fives; Welsh; music |
| Wil Owen | Lay | Contributions to key questions 1; 3; 4 and 7 | |

School's Nominee: Mr I Howells

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

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