

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

**Llechfyfedach Primary School
Bethania Road
Upper Tumble
Llanelli
SA14 6DT**

School Number: 6692003

Date of Inspection: 7 – 9 November 2006

by

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Llechyfedach Primary 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 Llechyfedach Primary School took place between 07/11/06 and 09/11/06. An independent team of inspectors, led by Jeffrey Harries 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key Question 4: How well are learners cared for, guided and supported?	13
Leadership and management	14
Key Question 5: How effective are leadership and strategic management?	14
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	15
Key Question 7: How efficient are leaders and managers in using resources?	16
Standards achieved in subjects and areas of learning	17
Welsh first language	17
English	18
Design technology	19
Geography	20
Art	21
Religious education	22
School's response to the inspection	22
Appendices	23
1 Basic information about the school	23
2 School data and indicators	23
3 National Curriculum assessments results	24
4 Evidence base of the inspection	25
5 Composition and responsibilities of the inspection team	26

Context

The nature of the provider

1. Llechyfedach Primary School is located in the village of Upper Tumble in the Gwendraeth Valley; it was opened in a new building in 1987. It provides Welsh-medium education for pupils between 3.5 and 11 years of age. It receives 96% of its pupils from within the school's catchment area and the remainder from outside due to child care facilities. The school states that pupils are drawn from an area with large groups which are advantaged and disadvantaged. There are 107 pupils on roll, 25% of whom are on the special educational needs (SEN) register including two pupils who have statements; 17% of pupils receive free school meals. These figures show an increase from the last inspection when there were 23% with SEN and 9% who received free school meals.
2. Pupils are taught in five classes, four of which are of mixed age, with one class located in a temporary cabin. Some 60% come from homes where Welsh is spoken but in the reception class the figure is only 4%; English is the first language of the remainder. Entry of children into the reception class is managed and administered by the local education authority (LEA).
3. The school was last inspected in 2000. Since that time the school has been completely re-staffed apart from the headteacher and the deputy headteacher. The school has gained the Basic Skills Agency Quality Mark.

The school's priorities and targets

4. The school's aims include:
 - maintaining and promoting a Welsh ethos and developing the pupils to become completely bilingual;
 - providing a broad and balanced curriculum which is relevant to the changes within modern society;
 - educating each child to his/her full potential; and
 - encouraging pupils' respect for moral and religious values.
5. The school's main priorities and targets for 2006-2007 are to:
 - develop pupils' oral skills in Welsh in Key Stage (KS) 1 and in Welsh and English in KS2;
 - develop writing skills in Welsh in KS2;
 - develop the language and play scheme;
 - create a library and a website for the school;
 - develop the travel to school scheme;
 - develop portfolios in the core subjects;
 - implement a monitoring and work evaluation programme in classes, and
 - arrange continuous training for the classroom assistants and governing body.

Summary

6. Llechyfedach Primary School provides a happy and caring environment. It is managed by a supportive governing body. The headteacher and staff work conscientiously to ensure the school's clear values. The inspection team agreed with the school's judgement in four of the seven key questions and the remainder were downgraded. Pupils' behaviour, the good working relationship between teachers and pupils, and the pupils' motivation to work productively are obvious strengths.

Table of grades awarded

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

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

Grades for standards in subjects inspected

8. Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	72%	28%	0%	0%

9. The overall quality of the educational provision for children under five years of age is appropriate for their needs, and pupils make good progress towards the Desirable Outcomes for Children's Learning.
10. In KS1 and KS2, standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
English	Not Applicable	Grade 2
Design Technology	Grade 2	Grade 2
Geography	Grade 3	Grade 3
Art	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

11. Pupils with SEN make appropriate progress, and they achieve the targets set for them.
12. Children's key skills are developed well in the early years. From an early age, they listen very attentively to their teachers. Skills in speaking Welsh are developing well and they make good use of their early skills in reading, writing, numeracy and information and communications technology (ICT) to promote learning.
13. In KS1, pupils' standards and progress in the key skill of listening are good with outstanding features. Their skills in speaking, listening and reading are good but their skills in writing across the curriculum are underdeveloped. Pupils use their numeracy and ICT skills well across the curriculum, and they are making good progress in their creative and problem solving skills.
14. In KS2, pupils build on the skills they develop in KS1. Their listening skills are very good. In Welsh and English, their reading skills are good. They speak, write, and record well in both languages across the curriculum displaying a broad understanding. Pupils do not always speak correctly in Welsh. They make good use of ICT to promote learning, this is very evident in English lessons. Numeracy skills are used well across the curriculum. Their creative skills are good, as are their personal and social skills. The bilingual skills of pupils in KS2 are good.
15. Almost without exception, pupils in both key stages are enthusiastic learners. They turn promptly to their work, concentrate well for an extended length of time, and are eager to give of their best. They complete their tasks within the set time. These are outstanding features.
16. At the upper end of KS1, in 2006, pupils' attainment according to teacher assessment in the core subjects of the National Curriculum (NC), namely Welsh, mathematics and science were lower than the county and national averages. In mathematics, more pupils attained level 3 than the local and national averages, but no pupil attained this level in Welsh and science. In comparison with schools in Wales, school performance is in the lowest 50% but above the lowest performing 25%.
17. At the upper end of KS2 in 2006, pupils' attainment according to teacher assessment in the core subjects of the NC were inconsistent across the subjects. They are lower than the local and national averages in Welsh, English and science, and significantly lower in mathematics. In mathematics, more pupils attained level 5 than the local and national averages, similar to the averages in English, significantly lower in Welsh and nobody in science. In comparison with schools in Wales, the school's performance is in the bottom 25% of schools. The school states that a significant number of pupils in this year group were on the SEN register.
18. Pupils' behaviour is very good across the school and has a very positive effect on their learning. Attendance has good features which outweigh some shortcomings. There are a small number of parents who take their children on holiday during term time. During the inspection, some pupils were observed arriving late at the school.
19. Pupils show a good awareness of equal opportunities issues and respect diversity in society. The school has a good partnership with the community.

The quality of education and training

20. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	51%	30%	0%	0%

21. The quality of teaching has risen considerably since the last inspection with good lessons observed in all classes. However, nationally, the quality of teaching is good in 79% of lessons, with 18% having outstanding features as stated in Her Majesty's Chief Inspector's report in 2004-2005.
22. Teachers are good role models and the quality of the working relationship between them and the pupils is very good and promotes motivation and learning. Lesson planning is of good quality in relation to identifying clear learning objectives, appropriate activities and opportunities to develop key skills, and to focus on assessment. However, planning does not always ensure differentiated work to meet the needs of the range of abilities.
23. The outstanding features in teaching seen during lessons observed included subject expertise, lessons developing at pace, high learning strategies and very effective summing up sessions.
24. In the teaching sessions judged to be grade 3, the shortcomings include lessons that haven't developed at the appropriate pace, explanations have not been clear enough and opportunities missed to extend pupils' knowledge, understanding and skills.
25. There are good features which outweigh shortcomings in assessment, recording and reporting procedures. The quality of baseline assessment in the reception class is good. While an appropriate range of standard assessments are undertaken in KS1 and KS2, the information gained is not analysed effectively to set targets, nor to track pupils' progress in sufficient detail. There is no formal system for assessing and recording progress and development in the foundation subjects. Procedures for levelling pupils' work are underdeveloped. Procedures for the assessment of pupils with SEN are good. Work is marked regularly but the process does not ensure that pupils take an active role. Annual reports to parents meet statutory requirements and give a clear picture of pupils' achievements.
26. The curriculum conforms to statutory requirements and equality of access is provided to a broad and balanced curriculum. The overall quality of provision for children under five years of age is appropriate for their needs. There are appropriate subject policies and comprehensive schemes of work which help to ensure continuity and progression in knowledge, understanding and skills. There is a specific policy and appropriate procedures for the development of key skills.
27. There is a strong Welsh ethos. The emphasis on promoting bilingual skills is successful. The school focuses well on *Y Cwricwlwm Cymreig* and Welsh heritage is promoted through a number of sources and procedures. There are appropriate curricular opportunities to enhance pupils' knowledge and understanding of other cultures. Pupils' spiritual and moral development is promoted well. Acts of collective worship meet statutory requirements.

28. Extra-curricular provision is of a good standard and there are appropriate procedures for the setting of homework.
29. The focus on personal and social education (PSE) is developing well with good opportunities during circle time and collective worship, and also during general classroom activities, to develop caring values. There is effective emphasis on health education, including the importance of healthy eating.
30. The school is an important part of the community which is very supportive of it. There is a good and effective partnership between the school and its parents and the vast majority have signed the home-school agreement.
31. Provision for sustainable development and global citizenship is good. The school takes good account of national priorities and initiatives, particularly in relation to equality, diversity and disability. The school council meets regularly and pupils take their responsibilities seriously.
32. Staff know the pupils well and the school provides a high level of personal support and guidance to the pupils. Pupils state that they are happy in the school and feel able to approach staff at any time if they have any problems. Pupils are supervised well during break time and lunchtime and as they leave the school. Matters relating to health and safety were discussed with the headteacher and the governing body.
33. Good features outweigh shortcomings in relation to the support to meet the needs of pupils with SEN. The majority of pupils make appropriate progress in relation to their targets. The individual educational plans (IEPs) are of good quality and include concise and pertinent targets. Class teachers' short-term planning does not always focus in sufficient detail on differentiated tasks to meet the needs of pupils of various abilities.

Leadership and management

34. The headteacher provides caring leadership and has a clear overview of the life and work of the school. He is supported well by the deputy headteacher and staff.
35. The school development plan (SDP) is detailed and focuses on the current academic year as well as the long-term provision for the school. The role of the curriculum co-ordinators is variable. Monitoring of the quality of provision through class visits in the core subjects is good. This practice has not yet developed sufficiently in all of the foundation subjects. Portfolios of pupils' work across the curriculum have been gathered in Welsh and English only but they have not been levelled according to the NC descriptors.
36. There is a whole-school policy on target-setting. Targets are set for pupils in Year (Y) 1 and Y5 but they are insufficiently challenging and not enough use is made of assessment information to analyse carefully and compare performance on a national and local level. Whole-school challenging but achievable quantitative targets for improvement in the core subjects are not set, and no comparisons are made between the performance of the school and similar schools nationally.
37. Governors know their school well and are committed to ensuring the best possible provision for the pupils. They receive reports from the headteacher that inform them of the life and work of the school but their role in regularly

monitoring the quality of the provision is less well developed. They contribute effectively to strategic planning. The school prospectus and annual governors' report to parents both provide useful information for parents, but do not fully conform to statutory requirements.

38. The headteacher, governing body and staff are committed to improving standards. All staff are involved in the self-evaluation process, with the views of governors, parents and learners taken into consideration.
39. The inspection team agreed with the school's recognition of its strengths and areas for improvement and with the judgements made by the school in four of the seven key questions; the other three were downgraded.
40. Overall, the school has made good progress since the last inspection in responding to the key issues identified. Standards of achievement in English have risen and the quality of teaching in KS2 has improved significantly.
41. The school has a good supply of teaching staff to present the curriculum. Teachers have appropriate qualifications and a wide range of specialism. The school invests appropriately with regard to class support staff who are enthusiastic and work well with the teachers.
42. The school building is in a good condition. Surplus spaces are used relatively appropriately, however, the library has not been suitably located in order to nurture pupils' interest in books and develop their research skills. The caretaker works hard to keep the school clean and tidy.
43. The school and governors help to ensure that resources match their priorities for development. Annual reviews are undertaken to ensure sufficiency and pertinence of resources. Overall, there is a range of appropriate resources for the curriculum. The school has adopted effective procedures for managing planning, preparation and assessment (PPA) time for teachers in line with statutory requirements.
44. Spending decisions are linked well to priorities in the schools plans. The governing body is diligent in its monitoring role of reviewing and guiding significant areas of expenditure.
45. The headteacher, together with the part-time school support officer, ensure that the school runs effectively from day to day with very efficient use of time. Overall, the school offers good value for money.

Recommendations

The school needs to:

- R1 raise standards in Welsh in KS2 and in geography in KS1 and KS2;
- R2 further develop assessment procedures through:-
 - a) assessing pupils' achievements and progress accurately and regularly;
 - b) developing a formal system for assessing and recording progress and development in the foundation subjects;
 - c) ensure consistency in the quality of marking;
- R3 set whole-school quantitative targets that are challenging but achievable;

- R4 address health and safety matters; and
- R5 ensure that the school prospectus and governing body's annual report to parents meet Welsh Assembly Government (WAG) guidelines.

The school is addressing aspects of recommendation one in its current SDP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

Pupils' standards of achievement

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	72%	28%	0%	0%

47. The overall quality of the educational provision for the children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments show that attainment is lower than average on entry to the school.
48. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
English	Not applicable	Grade 2
Design technology	Grade 2	Grade 2
Geography	Grade 3	Grade 3
Art	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

49. Pupils with SEN make appropriate progress, and they achieve the targets set for them.
50. Children's key skills are developed well in the early years. From an early age, they listen attentively to their teachers. Skills in speaking Welsh are developing well and they make good use of their early skills in reading, writing, numeracy and ICT to promote learning.
51. In KS1, pupils' standards and progress in the key skill of listening are good with outstanding features. They listen very attentively to the teachers' instructions and to the views of others. Their skills in speaking, listening and reading are good but their skills in writing across the curriculum are underdeveloped. In lessons, pupils think carefully and express themselves confidently and clearly.

Pupils' use of their numeracy and ICT skills across the curriculum is good as are their creative and problem-solving skills.

52. In KS2, pupils build on the skills developed in KS1. Listening skills are very good. In Welsh and English, their reading skills are good. They speak, write and record well across the curriculum in both languages showing a broad understanding. Pupils do not always speak correctly in Welsh. They make good use of ICT to promote learning, especially in English lessons. Numeracy skills are used well across the curriculum, mainly in science. Their creative skills are good, evident mainly in art and music. Their personal, social and learning skills are good.
53. Pupils' bilingual skills in KS2 are good. At the upper end of the key stage, in speaking and listening, pupils make effective use of details in one language, to convey the essence of the meaning in another language.
54. Almost without exception, pupils in both key stages are enthusiastic learners who enjoy their work and play. They turn to their work promptly and concentrate well for extended periods. They are interested in their work and eager to give of their best. They complete the tasks set within the given time. These are outstanding features.
55. At the end of KS1, in 2006, pupils' attainment according to teacher assessment in the core subjects of the NC, namely Welsh, mathematics and science were lower than the county and national averages. In mathematics, more pupils attained level 3 than the local and national averages, but no pupil attained this level in Welsh and science. In comparison with schools in Wales, the school's performance places them in the lower 50% but above the lowest performing 25%.
56. At the end of KS2 in 2006, pupils' attainment according to teacher assessment in the core subjects of the NC were inconsistent across the subjects. They are lower than the local and national averages in Welsh, English and science, and significantly lower in mathematics. However, in mathematics, more pupils attained level 5 than the local and national averages, similar to the averages in English, significantly lower in Welsh and nobody in science. In comparison with schools in Wales, the school's performance is in the lowest 25% of performing schools. The school states that a significant number of pupils in this year were on the SEN register.
57. Pupils' behaviour and attitudes in the classroom and around the school are very good. Pupils' behaviour has a very positive effect on the teaching and the life of the school in general.
58. Pupils are friendly, considerate and show respect and courtesy to each other, staff and visitors to the school. They are aware of the schools rules and expectations and adhere to them. There have been no exclusions during the last twelve months.
59. The average attendance for the last academic year was 94.2% which is significantly higher than the average at the time of the last inspection. There is a small percentage of parents who take their children on holiday during term time. Some pupils were observed arriving late at school during the inspection. Registers are kept neatly and correctly and the school support officer transfers

details to computer. Registers and registration procedures meet statutory requirements.

60. Pupils show a good awareness of equal opportunities issues and respect diversity in society. The school has a good partnership with the community. Pupils take part in a number of local activities and concerts and entertain through singing in the local supermarket and shops, homes for the elderly and Mynydd Mawr Hospital.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	51%	30%	0%	0%

63. The quality of teaching has risen considerably since the last inspection with good lessons observed in all classes. However, nationally, the quality of teaching is good in 79% of lessons, with 18% having outstanding features as stated in Her Majesty's Chief Inspector's report in 2004-2005.
64. Teachers are good role models and the quality of the working relationship between them and the pupils is very good and promotes motivation and learning. Teachers have appropriate expectations and pupils' efforts are praised. In all classes, high respect by the pupils for their teachers was observed.
65. Teachers display good subject knowledge and they ensure that they are familiar with the most recent developments in primary education. They are good language models and this is beginning to have a positive effect on pupils' speech development in Welsh. In KS2, teachers' skills for the promotion of bilingual skills are good. The school takes advantage of teachers' subject expertise through team teaching in KS2, and in some subjects in KS1.
66. In classes, teachers use a variety of teaching strategies and appropriate resources. Their management of classes is fair and they strive to ensure equal opportunities.
67. Classroom assistants make appropriate contributions to the quality of teaching and learning. They give suitable support to small groups of pupils within the classes as well as supporting individuals to meet special educational needs. The school provides a motivating environment with displays of a good standard which include examples of pupils' work.
68. Lesson planning is of good quality in relation to identifying clear learning objectives, appropriate activities, opportunities to develop key skills, and to focus on assessment. However, planning does not always ensure differentiated work to meet the needs of the range of abilities.

69. The outstanding features in the quality of teaching during lessons observed include:
- subject expertise of a high standard;
 - lessons developing at a very good pace;
 - very effective planning for a range of activities;
 - very high teaching skills and strategies;
 - very effective use of resources;
 - very effective organisation and management of the various activities;
 - purposeful and very effective intervention when pupils need support in order to complete their tasks; and
 - very effective summing up sessions which include clear references to lesson objectives.
70. In teaching sessions judged to be a grade 3, the shortcomings include:
- lessons not developing at an appropriate pace;
 - explanations of tasks not sufficiently clear;
 - less effective summing up sessions; and
 - missed opportunities to extend pupils' knowledge, understanding and skills.
71. Good features outweigh shortcomings in assessment, recording and reporting procedures. There are comprehensive and useful policies which give good support for promoting developments in this area. Opportunities for assessment in the short-term planning are identified and on the whole appropriate use is made of the evidence gained for future planning.
72. The quality of baseline assessment undertaken after children start their full-time education is good. Good use is made of the gathered evidence.
73. While an appropriate range of standard assessments are undertaken in KS1 and KS2, the information gained is not analysed effectively enough to set targets nor to track pupils' progress in sufficient detail. Overall, procedures for the assessment of pupils with SEN are good.
74. Assessments in the core subjects are undertaken each term and record sheets are kept of comments on pupils' progress. There is no formal system for assessing and recording progress and development in the foundation subjects.
75. Procedures for levelling pupils' work are underdeveloped. There is a lack of consistency in some teachers' understanding of what is successful in the different levels of study of the NC. Samples of pupils' work in the core subjects are kept in folders for each pupil which also include tests and personal details.
76. Work is marked regularly in almost every class, and examples were seen of constructive comments. This process and the drive to ensure that pupils take an active role in the process are not consistent across the school. Short-term targets are set for pupils, but the process of pupils becoming involved in the process of target-setting and evaluating their progress is in its early stages.

77. Useful internal reports on pupils' progress are written half way through the school year. The annual reports to parents meet statutory requirements giving a clear picture of pupils' achievements. Steps for improvement are identified for pupils. Parents are given opportunities to respond in writing to the annual report.
78. The school operates an open door policy with parents in order to discuss pupils' development. In addition, parents are formally invited to the school twice a year to discuss their child's progress.

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

Grade 2: Good features and no important shortcomings

79. The inspection team's findings agree with the judgement of the school in its self-evaluation report.
80. The curriculum conforms to statutory requirements and the school provides equal access to a broad and balanced curriculum.
81. The overall quality of the provision for children under five years of age is appropriate for their needs and the children make progress towards the Desirable Outcomes for Children's Learning.
82. The school fulfils the aspirations of learners well in KS1 and KS2. Teachers' expertise is used to teach the majority of subjects in KS2. Appropriate strategies were adopted recently to reinforce pupils' speaking skills across the school and to enhance KS2 pupils' writing skills in Welsh. These procedures are having a positive effect on pupils' standards of achievement.
83. Appropriate subject policies and comprehensive schemes of work help to ensure continuity and progression in knowledge, understanding and skills. There is consistency in the short-term planning which provides a good framework for developing lessons. Lesson objectives are clear, with appropriate information about the nature of the activities and assessment opportunities appropriately identified but the detail of the focus on differentiated work for the range of abilities is inconsistent.
84. There is a specific policy and appropriate procedures for the key skills and opportunities for their development are identified in the short-term planning. The school has gained the Basic Skills Agency Quality Mark.
85. There is suitable provision for creative development and the procedures for problem solving are developing appropriately. Pupils receive a number of experiences which enable them to develop skills relating to independence with good opportunities for pupils to work together in pairs and groups.
86. There is a strong Welsh ethos. The emphasis on promoting bilingual skills is successful. The school focuses well on the *Cwricwlwm Cymreig* and Welsh heritage is promoted through a number of sources and procedures.
87. There are appropriate curricular opportunities to enhance pupils' knowledge and understanding of other cultures, especially in subjects such as religious

education and geography. In addition visitors from minority cultures are invited to the school to discuss their experiences and aspects relating to their way of life.

88. Extra-curricular provision is of a good standard. Sporting activities are open to boys and girls, together with the Urdd, mathematics, Dragon Sports and reading clubs. Each pupil within the appropriate age has the opportunity to attend these clubs which are an effective aid for pupils' personal and social development.
89. There is a strong partnership between the school and Menter Cwm Gwendraeth. It is very active at the school and responsible for running the *Clwb Joyo* amongst a variety of other activities. Pupils in Y6 have the opportunity to spend a week's residential visit at the Urdd camp at Llangrannog. There are appropriate procedures for setting homework.
90. Educational visits are arranged for all classes and visitors to the school, which include clergy, artists, people employed by the care services and charities such as Christian Aid have an important role. Several members of the community come into the school to share their experiences and interests with pupils.
91. Acts of collective worship meet statutory requirements with pupils' spiritual and moral development promoted well. During whole-school collective worship and class services for the different key stages, pupils receive good experiences and opportunities for reflection and concentrate on a wide range of values. Lessons in religious education also contribute well to their development.
92. There is a positive ethos at the school, and the relationship between pupils and between the staff and pupils promotes their social development. There are good opportunities for co-operating within groups and within the class. Through the school council and the fruit shop, pupils have the opportunity to take responsibility and learn the principles of democracy.
93. The focus on PSE is developing well with good opportunities to develop pupils' caring values during circle time and collective worship, and also during a range of general classroom activities. The school focuses effectively on health education, including the importance of healthy eating.
94. The school is an important part of the community which is very supportive of it. Pupils sing in concerts locally and in the local supermarkets and shops as well as entertaining residents in homes for the elderly, and patients at Mynydd Mawr Hospital.
95. There is a good and effective partnership between the school and its parents, who are very supportive of the school. A very positive response was received from the parents who attended the pre-inspection meeting and also in the questionnaires which were returned. Parents receive regular correspondence from the school and a few of them come in to the school to help when needed. The school has a strong Parents' Association which raises good sums of money for the school through social activities.
96. The school has a very good partnership with the local nursery school and also primary schools in the area. The links with secondary schools to which pupils transfer are also good. The school also receives students on placements from the local college.
97. Effective use is made of links with the world of work through local businesses. There are visits to local shops and pupils visited a local business in connection

with their technology work. There are good examples of support from a number of local businesses. The school has not undertaken training and development of staff through placement for teachers in industry.

98. Year 6 pupils' entrepreneurial skills are promoted through effectively running the fruit shop at break time. The school is in partnership with Coleg Sir Gâr and pupils have visited a local factory. This opportunity has not been extended to the remainder of the school.
99. The school has an equal opportunities policy and strives to offer equal access and opportunity to each pupil. Some instances of stereotyping were observed during the inspection.
100. The school has received the eco-schools silver award. Pupils are aware of the need to recycle and to care for the community; opportunities to undertake practical work for recycling are evident in the school's life.
101. The school's provision takes good account of national priorities and initiatives, such as in relation to equality, addressing social deprivation, diversity and disability.

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

Grade 2: Good features and no important shortcomings

102. The inspection team's findings do not agree with the grade 1 judgement made by the school in its self-evaluation report. No features were judged to be outstanding.
103. The respect shown to each pupil, the emphasis on raising their self-esteem and the focus on developing awareness for the needs of others are important aspects in the life of the school. Staff know pupils very well and the school provides a high level of personal support and guidance to the pupils. Effort and success are very effectively celebrated. Pupils of all abilities are included well in the life and work of the school.
104. Pupils state that they are happy in the school and feel able to approach staff at any time if they have any problems. This has a positive effect on pupils' attitudes to work and the life of the school in general.
105. The school has a good partnership with parents; they work closely with the teachers. Parents say that the school respects their opinion and responds promptly to any concerns brought to their attention. The vast majority of parents have signed the home-school agreement. Effective use is made of a range of external agencies. The PSE programme is effectively supported through the pastoral work of a police officer.
106. The induction programme for children starting school is good. The good relationship with parents is an important aspect of the process. Younger children in the school settle in very quickly; late entrants also receive good support. The process of transferring pupils from KS2 to KS3 is successful.
107. The school has sound procedures for monitoring pupils' punctuality, attendance and behaviour, with policies in place. The school regularly reminds parents of the importance of consistent attendance and punctuality.

108. There are clear policies and procedures with regard to health and safety. Pupils are supervised well during break times, lunchtime and when leaving the school. Careful risk assessments are undertaken before taking pupils on visits. Two members of staff hold current first aid qualifications. There are appropriate arrangements to care for children who are unwell and for the recording of accidents. Health and safety issues were discussed with the headteacher and the governing body.
109. The headteacher and his deputy are responsible for child protection matters, and all staff have a good knowledge of the guidelines; the policy is correctly implemented.
110. Good features outweigh some shortcomings in relation to the support to meet the needs of pupils with SEN. The majority of pupils make appropriate progress in relation to their targets. There is a clear and relevant policy with good guidance in this aspect. The SEN co-ordinator (SENCO) supervises daily procedures and ensures that the provision meets statutory requirements. The procedures for early identification of pupils' needs are effective.
111. Good support is provided within the classroom by assistants who concentrate on pupils with statements and other groups of pupils on the SEN register. The school has recently received funding to employ an assistant who offers additional support to pupils with linguistic problems in Y1.
112. The SENCO works with the class teacher to prepare individual educational plans (IEPs). They are of good quality and contain concise and relevant targets. They are reviewed termly and parents are given appropriate opportunities to discuss their child's progress. Although teachers are aware of pupils on the SEN register, teachers' short-term planning does not always concentrate in sufficient detail on differentiated tasks to meet the needs of pupils of all abilities.
113. There are clear policies and strategies for the promotion of behaviour of a high standard and in this context, there are good links with outside agencies.
114. There are clear policies and procedures for the promotion of equal opportunities, racial equality and diversity. The school promotes gender equality, with boys and girls receiving the same opportunities.
115. Arrangements for access for disabled pupils and adults are appropriate.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

116. The inspection team's findings do not agree with the grade 2 judgement made by the school in its self-evaluation report. There are some shortcomings in the leadership and strategic management of the school.
117. The headteacher provides caring leadership and has a clear overview of the life and work of the school. He has a clear sense of the immediate priorities for the school. These include planning for the improvement of pupils' speaking and writing skills. He is supported well by the deputy headteacher and staff.

118. The SDP is detailed and focuses on the current academic year as well as the long-term provision for the school. Policies and schemes of work provide a good foundation for the development of curricular progression throughout the school. The role of the curriculum co-ordinators is variable. Monitoring of the quality of provision through class visits in the core subjects is good. This practice has not yet developed sufficiently in all the foundation subjects. Portfolios of pupils' work across the curriculum have been collected in Welsh and English only but they have not been levelled according to the NC descriptors.
119. The school's aims and values promote a caring ethos and ensure equality of opportunity for all pupils and staff. Appropriate account is taken of national priorities in respect of inclusion of all pupils.
120. There is a whole-school policy on target-setting. Targets for the following year are set for pupils in Y1 and Y5, but everyone is not aware of them. They are insufficiently challenging and not enough use is made of assessment information to analyse carefully and compare performance on a national and local level. For the whole school, challenging but achievable quantitative targets are not set for improvement in the core subjects, and no comparisons are made between the performance of the school and similar schools nationally.
121. Overall, management of individual staff is good. The recognition of, and provision for professional development is effective, and they have a direct effect on the development of curricular areas and standards of work. Mentoring arrangements for the newly qualified teacher are appropriate. Procedures for staff evaluation are well embedded and contribute well to the professional development of teachers.
122. Governors know their school well and are committed to ensuring the best possible provision for pupils. They receive reports from the headteacher that inform them of the life and work of the school but their role in regularly monitoring the quality of the provision is less well developed. They contribute effectively to strategic planning. The school prospectus and the annual governors' report to parents both provide useful information for parents, but do not fully conform to statutory requirements.

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

Grade 2: Good features and no important shortcomings

123. The inspection team's findings agree with the school's judgement in its self-evaluation report.
124. The headteacher, governing body and staff are committed to improving standards. All staff are involved in the self-evaluation process, with the views of governors, parents and learners taken into consideration.
125. The governing body has a developing understanding of the strengths of the school and the procedures to be implemented through the SDP. Subject co-ordinators regularly undertake sampling of work and evaluate their areas of responsibility, through visiting classes, monitoring lessons mainly in core subjects, and undertaking an annual audit of the provision. They share the

results of the evaluation in staff meetings and act upon them by leading to recommendations, for example, raising standards of speaking and writing in Welsh and speaking in English.

126. The system of keeping subject portfolios of levelled work is in its early stages. Work is on-going with other schools to develop this practice.
127. The SDP for 2006-2010 is a detailed plan; it sets out the school's priorities clearly with timetables, success criteria and agreed costings identified.
128. There is an insufficiently detailed analysis of a range of assessment and test results, mainly in KS2.
129. Performance management procedures have a good effect on staff development. They contribute effectively to the recognition of the professional needs of all staff.
130. The self-evaluation report produced by the school prior to the inspection is comprehensive. It identifies strengths and weaknesses for improvement and is based on a range of documented evidence.
131. The inspection team agreed with the school's recognition of its strengths and areas for improvement and with the judgements made by the school in four of the seven key questions; the other three were downgraded.
132. Overall, the school has made good progress since the last inspection in responding to the key issues identified. Standards of achievement in English have risen and the quality of teaching in KS2 has improved significantly. The headteacher is released for half the week to monitor curricular matters and the role of the subject co-ordinators in monitoring and evaluating standards continues to develop.

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

Grade 2: Good features and no important shortcomings

133. The inspection team's findings do not agree with the grade 1 judgement made by the school in its self-evaluation report. Insufficient outstanding features were identified.
134. The school has a good supply of teaching staff to present the curriculum. Teachers have appropriate qualifications and a wide range of specialism. Planning for delegation of responsibilities is good apart from mathematics which has been allocated to the newly qualified teacher. The school invests appropriately with regard to class support staff who are enthusiastic and work well with the teachers. Each job description gives a clear outline of everyone's responsibilities.
135. Teachers attend a good range of training courses and this has a positive effect on their skills and understanding. Teachers work together effectively as a team to share knowledge.
136. The school building is in a good condition with spacious teaching areas, especially for the children under five and KS1 pupils. Surplus spaces are used relatively appropriately, however, the library has not been suitably located in order to nurture pupils' interest in books and develop their research skills.

137. The under-fives area and supply of computers are very good resources. Very effective use is made of the interactive whiteboards to support the teaching and learning in each classroom. The hall is appropriate for whole-school assemblies, music and physical education lessons. The displays are of a good standard and have a positive effect on the life of the school. The large field is used when weather conditions are favourable. The caretaker works hard to keep the school clean and tidy.
138. The school and governors help to ensure that resources match their priorities for development. Annual reviews are undertaken to ensure sufficiency and pertinence of resources. Overall, there is an appropriate range of resources for the curriculum.
139. The school has adopted effective procedures for managing PPA time for teachers in line with statutory requirements.
140. Spending decisions are linked well to priorities in the schools plans. The latest audit by the LEA in October 2004 states that arrangements for managing the budget are good and minor deficiencies were corrected.
141. The governing body is diligent in its monitoring role of reviewing and guiding significant areas of expenditure.
142. The headteacher, together with the part-time school support officer, ensure that the school runs effectively from day to day with very efficient use of time. Overall, the school offers good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

Key Stage 2: Grade 3: Good features outweigh some shortcomings

Good features

143. Pupils in KS1 make good progress in speaking and listening and the majority achieve good standards. They listen well to stories, instructions and presentations and the majority develop and use a variety of sentence patterns. They speak clearly whilst asking and answering questions, expressing an opinion and in contributing confidently to discussions.
144. The majority of pupils across KS1 make good progress in reading. They read correctly with appropriate levels of expression and understanding of what they are reading. They confidently discuss the features on the cover of a book.
145. Most pupils in KS1 make good progress in writing. By the end of the key stage, most develop well as independent writers. They make good progress in their use of punctuation, including capital letters and full stops when they write descriptions, news, retell stories and create some of their own.
146. In Y3/Y4 and Y4/Y5 classes, the majority of pupils make appropriate progress in speaking and listening. A substantial minority make good progress in discussing adjectives and work related to religious festivals. Good features outweigh shortcomings in their grasp of linguistic patterns and their use of extended vocabulary. A minority make good progress in these contexts.

147. Standards of achievement of the majority of pupils at the upper end of the key stage are good in relation to listening and understanding. They speak and contribute to discussions pertaining to poems, the concept of contrasting with celebrations in different religions. They are developing a good grasp of mutations.
148. At appropriate levels, the majority of pupils make appropriate progress and achieve good standards in reading across KS2. They read correctly with a good level of understanding and confidently discuss what they are reading.
149. Across KS2, pupils write to an appropriate range of purposes. The range of written work at the upper end of the key stage is good and includes descriptions, portraits, reports from diaries, instructions, myths, poetry and letters. Good features outweigh shortcomings in the grasp many have of language patterns and vocabulary, including the written work they have produced at the bottom and middle of the key stage. Pupils at the lower end of the key stage are beginning to show appropriate skills in planning, drafting and re-drafting work. The skills of the majority of Y6 pupils are good in this context.
150. Good features outweigh shortcomings in the use a majority make of punctuation. By the end of the key stage, the majority display good skills especially in relation to the use of paragraphs.
151. Pupils' handwriting is variable. There are good examples across the school mainly in KS1 and the upper end of KS2.

Shortcomings

152. In KS2, the grasp of a substantial minority of pupils of language syntax is insecure.
153. The higher reading skills of the majority of pupils in KS2 are limited.
154. In KS2, the extended writing skills of a substantial minority of pupils are under-developed.

English

155. In line with the language policy of the LEA for Category A schools, English is not introduced formally until KS2.

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

Good features

156. In KS2, speaking and listening skills are good. Pupils talk readily and confidently, and the majority display a good command of the language. Pupils develop their speaking skills well when confidently discussing and expressing opinions about their work, interests and hobbies.
157. Key Stage 2 pupils' reading skills are developing well; they select from a range of books which are readily available in the classrooms. Most pupils demonstrate good understanding and discuss characters, plots and favourite authors effectively.
158. Pupils throughout KS2 show progress in a range of writing styles. In a Y3/Y4 class, pupils write stories, poetry, instructions, descriptive passages, use basic

punctuation properly and understand the meaning of and use of verbs, prepositions, nouns, alphabetical ordering and sequencing.

159. In a Y4/Y5 class, pupils develop their writing skills well and make good progress. They plan and write an invitation in response to the novel they are studying. They write for a variety of purposes including letters, reports and poetry, and use suitable writing techniques to express feelings and opinions. They develop a secure understanding of the difference between adjectives and adverbs.
160. Pupils in Y6 write extended accounts about the opening chapters of the novel they are studying, using paragraphs effectively. They create a script for an imaginary television interview, punctuating their text carefully.
161. A range of dictionaries is available throughout the school and a minority of pupils occasionally refer to them to check spelling.
162. Pupils present their work neatly and practise handwriting skills. Pupils use their ICT skills very effectively to draft and redraft their work; this is an outstanding feature.

Shortcomings

163. There are no significant shortcomings, however, the majority of pupils display limited skills in using dictionaries to check their spellings.
164. The majority of pupils in KS2 do not value reading as a source of information and pleasure.

Design technology

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

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

Good features

165. In KS1, pupils develop good skills in working co-operatively and independently in their designing and making. Pupils explain the processes with clarity, and record confidently on paper.
166. Pupils in KS1 use information sources, research and assess simple products, and design confidently, identifying materials and equipment. They evaluate products during the making process, identifying problems and some improvements.
167. In groups, pupils in KS1 design and make monsters of a good standard, developing and editing their designs. They research, design and assemble the product well using appropriate materials and equipment. They evaluate their finished products effectively and identify possible improvements. They use air pressure effectively to move finished objects.
168. In their activities on foods, pupils in KS1, in their groups, design how to make a fruit salad, making effective use of ICT to record their comments. They mix the ingredients carefully giving due attention to health and safety matters. They are aware of the need to eat healthily.
169. In KS2, in their work on foods, pupils in Y3/Y4 taste different fillings to be included in their favourite sandwiches. They evaluate their experiments, collecting the relevant data.

170. Pupils in Y4/Y5 design and make slippers. Then record their design and choose the materials needed for the basic shape and decoration. They show good measuring, cutting and assembling skills, choosing a variety of joining methods. Finished products are of a good standard.

171. In their work on using electrical and mechanical components, older pupils make effective use of building kits in creating mechanical fairs of a good standard.

Shortcomings

172. Across KS2, pupils' skills in creating, testing, modifying and storing instructions to control events are underdeveloped.

Geography

Key Stage 1: Grade 3: Good features outweigh some shortcomings

Key Stage 2: Grade 3: Good features outweigh some shortcomings

Good features

173. In KS1 and KS2, pupils have a developing understanding of their local area.

174. In KS1, pupils are beginning to use and extend their geographical vocabulary in their discussions and in displaying an understanding of key concepts.

175. Pupils in KS1 show developing skills in respect of following instructions and setting up equipment and objects in a design of the classroom; they communicate their ideas confidently. They can name and place the countries of the British Isles.

176. In their study of Kabo's diary, pupils in KS1 have appropriate recall of the local area in a village in Botswana. They ask relevant questions and make sketches of wildlife in the national park.

177. In their study of a contrasting area in a country that is less economically developed, pupils in KS2 have a good knowledge and understanding of life in the village of Chembakolli in India. They make effective use of secondary sources to glean information and they use ICT to help with the work of handling, classifying and presenting evidence.

178. In their study of Cwm y Glo in Snowdonia, pupils in Y3/Y4 have a developing knowledge and understanding of a contrasting area in Wales. They record simply how it compares with Tumble.

179. Pupils in Y6 draw up ideas and views about sustainable development, they have a clear understanding of the individual's responsibility for the environment. Pupils understand and realise the interrelation within the wider world of making decisions and global citizenship. They start to develop awareness of fair trade and the effect it has on people in less economically developed countries.

Shortcomings

180. In KS1, pupils' skills in recording information are underdeveloped.

181. In both key stages, pupils' skills of fieldwork, in observing and collecting information about the local area, are underdeveloped.

182. At the lower end of KS2, pupils' skills in following instructions on a map are underdeveloped.

183. Pupils in KS2, especially those in Y6, display limited skills in relation to using maps and plans on different scales. Their skills in locating places through using atlases and globes and the use of compasses is insecure.

Art

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

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

Good features

184. Across both key stages, the majority of pupils make good progress in their focus on line, tone, colour, pattern, texture, shape and form.

185. Pupils in KS1 show good skills in using pencils to sketch leaves. They use paint skilfully and use and mix colours effectively. They focus well on the work of Van Gogh in creating a collage of flowers and in emulating his portrait work.

186. In KS1, pupils study the decoration on different collections of plates, including those from Portmeirion. They show good skills in experimenting with different materials including paintbrushes of different thickness to decorate their own plates.

187. In their three-dimensional work, pupils in KS1 use modroc, paper pulp and junk effectively to create fruit.

188. Pupils in Y3/Y4 experiment effectively with colours and patterns in focusing on the work of Monet and his picture of a pond of water lilies. They show appropriate awareness of elements of the work of Cezanne and Georgio O'Keefe in using different materials for their work on fruits and flowers. They use charcoal effectively in their sketches of views relating to the Black Mountains.

189. Pupils across KS2 make good use of the style of Gwen John in their work on portraits. They also make good use of their information of the movement 'Pop Art', and the work of Andy Warhol in decorating labels of tinned food. They concentrate well on the use of thick oil paint in Sir Kyffin Williams' work and experiment well in mixing flour with powder paint for pictures that can be felt.

190. As part of their study of the work of William Morris and Laura Ashley, older KS2 pupils make good use of a visit to a nearby secondary school to enhance their designing and printing skills. They undertake a detailed study of the work of Ceri Richards, creating a gallery which is of a good standard, reflecting a range of examples of his work.

191. Pupils in classes at the lower end of KS2 display good skills in using new clay to model forms of fruit which have been cut in half. Pupils at the upper end of KS2 work skilfully in using empty tins to create artefacts that reflect their interests and influences on their lives.

Shortcomings

192. In KS2, pupils' skills in working in three-dimension are insufficiently developed.

Religious education

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

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

Good features

193. Pupils in both key stages are developing a good grasp on a range of stories from the Bible and can extract moral messages from them and identifying with a number of them.
194. Pupils in KS1 make good use of a visit to a church in order to discover some of the key features of the building and their significance. They develop a good understanding of the main elements of the ceremony of baptising children. They develop their understanding of other religions through comparing the Christian ceremony with the ceremony of receiving new members into the Sikh faith.
195. Across KS1, pupils develop a good knowledge of famous Christians in Wales throughout the ages, as they focus on the history of famous people such as St David, William Morgan and Mari Jones.
196. Pupils in KS1 focus well on things that are important and special to them as they concentrate on the concept of celebrations in relation to the Christian faith.
197. Pupils in KS1 develop a good understanding of the connection between the story of Rama and Sita and the celebration of Divali in the Hindu faith. Through looking at pictures and artefacts and being involved in a range of activities, they develop a good knowledge of Hindu gods and the customs connected to the festival, including decorations and patterns and the importance of light as part of the celebration.
198. Pupils in Y3/Y4 concentrate well on the importance of celebrating the harvest festival for Christians. They focus well on the importance of giving thanks and have written good prayers of thanks. They concentrate well on disasters across the world and the important work of the Christian Aid movement.
199. Pupils at the lower end of KS2 and pupils in Y5 enhance their understanding of the importance of celebrations through focusing on the Jewish faith. They develop a good understanding of how Sukkot is celebrated and have undertaken a detailed study of celebrations relating to the Jewish new year and their links with the synagogue.
200. Pupils across KS2 develop a good awareness of the link between fasting and religions. Pupils in Y6 develop a good understanding of the period of Lent in relation to the Christian faith.
201. As part of their work on the Jewish Easter, pupils in Y6 develop a good understanding of the history of Moses. They make very effective use of artefacts in focusing on the significance of Seder.

Shortcomings

202. There are no significant shortcomings.

School's response to the inspection

The school was invited to respond to the inspection report, however, on this occasion, it declined to do so.

Appendix 1

Basic information about the school

Name of school	Llechyfedach Primary School
School type	Community
Age-range of pupils	3.5 – 11
Address of school	Bethania Road Upper Tumble Llanelli
Postcode	SA14 6DT
Telephone number	01269 841385

Headteacher	Mr Simon P Lewis
Date of appointment	September 1988
Chair of governors	Mrs M Squires
Registered inspector	Mr Jeffrey Harries
Dates of inspection	7-9 November 2006

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	0	16	10	20	11	23	10	17	107

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	Not applicable
Pupil: adult (fte) ratio in special classes	Not applicable
Average class size, excluding nursery and special classes	24:1
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection		
Term	N/R	Rest of School
Summer 2006	94.12	93.62
Spring 2006	93.32	92.99
Autumn 2005	92.17	94.58

Percentage of pupils entitled to free school meals	17
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 KS 1 Results 2006			Number of pupils in Y2:		13		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	23	77	0
		National	0	2	8	64	26
Welsh oracy	Teacher assessment	School	0	0	23	77	0
		National	0	1	10	64	25
Welsh reading	Teacher assessment	School	0	0	31	46	23
		National	0	2	15	60	22
Welsh writing	Teacher assessment	School	0	0	31	69	0
		National	0	2	18	66	13
Mathematics	Teacher assessment	School	0	0	23	46	31
		National	0	2	10	63	24
Science	Teacher assessment	School	0	0	23	77	0
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	76.9%	In Wales	80.9%

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		19						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	10	16	42	32
		National	1	1	0	1	1	5	16	46	30
Welsh	Teacher assessment	School	5	0	0	0	4	11	11	58	11
		National	1	0	1	0	1	3	17	49	28
Mathematics	Teacher assessment	School	0	0	0	0	5	11	26	11	47
		National	1	1	0	0	1	3	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	16	84	0
		National	1	1	0	0	0	1	8	50	39

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by Teacher Assessment			
In the school	47%	In Wales	74.3%

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

Appendix 4

Evidence base of the inspection

The inspection was undertaken by a team of three inspectors who spent a total of six inspector days in the school.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and eight parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 24 questionnaires which were returned were analysed and the inspection team considered the results; 95% of responses were positive, and
- school documentation was scrutinised.

During the inspection:

- evidence was collected based on inspecting classes in a total of 31 lessons or sessions across the age range;
- other observations included acts of collective worship, registration, break time and lunch time;
- discussions were held with the pupils on aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils reading; and
- pupils' work from all year groups was scrutinised by inspectors, in addition to work in the classroom and displayed around the school.

Meetings were held after the inspection with the headteacher, staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team Member	Responsibility
Mr Jeffrey Harries Registered Inspector	Context Summary and Recommendations Key Questions 1, 5, 6 and 7 English design and technology geography
Mr Brinley W Jones Team Inspector	Key Questions 2, 3, and 4 Welsh art religious education
Mrs Janice Davies Lay Inspector	Contributions to Key Questions 1, 2, 3, 4 and 5
Mr Simon Lewis	Nominee

Acknowledgement

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

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