

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

**MORFA NURSERY AND INFANT SCHOOL  
NEW STREET  
MORFA  
LLANELLI  
CARMARTHENSHIRE  
SA15 2BR**

**School Number: 669/2158**

**Date of Inspection: 21-23 November 2005**

**by**

**Mr Jeffrey Harries  
W246/78220**

**Date: 23rd January 2006**

**Under Estyn contract number: 1104705**

**The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- \* nursery schools and settings maintained or used by local education authorities (LEAs);
- \* primary schools;
- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
- \* the education, guidance and training elements of Jobcentre Plus.

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- \* provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
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Publication Section  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

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Morfa Nursery and Infant School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Morfa Nursery and Infant School took place between 21-23 November 2005. An independent team of inspectors, led by Mr 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For every inspection, 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 key subjects.

For **full** inspections, there are also reports on every subject.

Estyn decides on the type of inspection given to a school, based mainly on its performance in the past. Most schools receive a standard inspection. All special schools, pupil referral units and any new schools or combined 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 age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Morfa Nursery and Infant School is situated in the south Llanelli area in close proximity to the coastal link road. The stone built building, dating back to 1878, consists of four classrooms, library, hall, administration area and separate dining hall. The school is flanked on one side by a hard-surfaced play area and on the other by a staff car park leading to a grassed play area.

2. The school acknowledges that the area from which the pupils are drawn is economically disadvantaged and has been granted Communities First status. It is ranked 10<sup>th</sup> in the all-Wales Index of Deprivation. Around 41% of the pupils are entitled to free school meals, a figure much higher than the Carmarthenshire average of 18.3% and all-Wales average of 18.8%. The vast majority of children start school with well below average levels of personal and social, literacy and numeracy skills. Around 99% of pupils are of white ethnicity with English as the predominant language spoken at home. Approximately 45% of pupils are identified by the school as having some degree of special educational needs (SEN) with one pupil having a statement of SEN.

3. The school is placed in category `B` of the Carmarthenshire Local Education Authority's (LEA) language policy with Welsh taught as a second language. The school has very recently set up breakfast club as part of Welsh Assembly Government (WAG) initiative and an after school club which is school funded. It was last inspected in November 1999.

4. Education is provided for pupils between the ages of three and seven. There are currently 64 full-time pupils on roll together with 12 part-time (6fte) nursery age children. Pupil numbers have declined by 20% over the past five years. The headteacher of Morfa Junior School was recently appointed as acting headteacher under the Carmarthenshire's Modernisation of Education programme. There are four full-time teachers, one nursery nurse (NNEB) and one learning support assistant (LSA). Pupils are taught in four classes of mainly single-age groups.

## **The school's priorities and targets**

5. The general aims of the school are to:

- help each child achieve his/her individual potential, intellectually, physically and socially;
- achieve the above in a secure, happy environment;
- help pupils develop sound moral and religious values, and make pupils aware of other cultures and beliefs;
- gain the co-operation of parents, governors and the community in the task of educating the pupils.

6. The school's main priorities and targets for 2005-2006 include:

- updating all schemes of work and incorporating the key skills across the curriculum;
- improving standards of achievement in mathematics by involving parents;
- continuing to improve standards in literacy and reading;
- improving resources for the under-fives;
- standardising assessment procedures;
- improving pupils' awareness of safety on the road.

## Summary

7. Morfa Infant and Nursery School provides a happy and caring environment. It is managed by a supportive governing body (GB). The acting headteacher and staff work conscientiously to ensure the school's values, especially respect for individuals and their achievements. These have a positive effect on pupils, resulting in a slight improvement in standards since the last inspection. However, limited progress has been made in providing support for pupils with SEN and raising pupils' attendance. The inspection team agreed with the judgements made by the school about the standards pupils achieve and the quality of teaching, but disagreed with its judgements in the other five key questions.

### Table of grades awarded

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

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

### Standards

9. Overall, 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
4%	50%	42%	4%	0%

10. Pupils' standards of achievement in lessons are below the Welsh Assembly Government's (WAG) target for 2007, in that standards are at least 98% Grade 3 or better in all classes, and Grade 2 or better in at least 65%.

11. The overall quality of the educational provision for children under five is appropriate for their needs, and the children are making good progress towards the Desirable Outcomes for Children's Learning.

12. Standards of achievement for children under five are as follows:

Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 3
Knowledge and understanding of the world	Grade 3
Creative development	Grade 2
Physical development	Grade 2

13. In key stage 1, in the subjects inspected, the standards of achievement are as follows:

<b>Subject</b>	<b>Key Stage 1</b>
English	3
Welsh second language	2
Art	3
Music	3
Physical education	3

14. In the early years, nursery and reception age children listen attentively to their teachers and support staff. Children make good progress in developing their speaking skills. Progress is slower in early writing and reading skills and they make limited use of computers to support learning.

15. In KS1, pupils' standards and progress in the key skills of speaking and listening are good. In lessons, pupils think and express themselves with developing confidence and listen carefully to teachers' instructions and other pupils' points of view. Standards and progress in the use of numeracy and information and communications technology (ICT) are unsatisfactory. Pupils' creative skills are developing appropriately. The raising of pupils' standards in key skills is identified for development in the current School Development Plan (SDP).

16. Pupils' skills in bilingual competence show good progress from a low base on entry to the school; they respond well to instruction in Welsh and confidently use a good range of sentence structures.

17. In 2005 at the end of KS1, pupils' attainment according to teacher assessment in the national curriculum (NC) core subjects of English, mathematics and science was above local and national averages in English and mathematics and below in science. Reading skills in English were below average. When compared with similar schools across Wales, school performance is in the top 25%.

18. Overall, pupils' behaviour and their attitudes to learning have good features, which outweigh shortcomings. Most pupils understand what is expected of them and behave appropriately in class. On occasions, there is an undercurrent of rough behaviour in their dealings with each other. A significant minority of pupils is quick to resort to physical contact to sort out disagreements.

19. In the main, pupils are interested in their work and play and want to participate in lessons. They make good efforts to listen to their teacher, settle down and persevere with their tasks.

20. Attendance rates for the past twelve months average only 89%, a figure below county and national average for pupils of compulsory school age. The school does not fully comply with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*. Registration is conducted efficiently, but teachers are not always rigorous in recording the reasons for pupils' absence.

21. The school makes good use of the community as a learning resource and pupils take part in community activities. Opportunities to learn about work undertaken in the community are more limited and pupils’ understanding of the world of work is under-developed.

**The quality of education and training**

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
4%	52%	40%	4%	0%

23. The percentage of grade 2 and grade 1 lessons is below the WAG’s target of 65 per cent being good or better by 2007. However, good lessons were witnessed in all classes.

24. Teachers have a good relationship with pupils. In most classes, lessons are appropriately planned with clear learning objectives although they are not shared with pupils. Planning for the development of ICT across the curriculum is under-developed. Planning for the under-fives is appropriate; however, in a minority of lessons, activities undertaken by children are unrelated to the lesson objectives.

25. Overall, teachers have good subject knowledge and use a good range of teaching strategies and resources. In the majority of classes, tasks are set which match the needs of the majority of pupils, however, the needs of pupils with SEN are not sufficiently catered for. Teachers make good use of pupils’ knowledge and skills in English and Welsh to advance and enrich their understanding of both languages.

26. In the lessons judged to be less effective, there is limited planning to develop pupils’ key skills and work is not sufficiently differentiated to cater for pupils with SEN. Lesson introductions are occasionally overlong resulting in pupils becoming restless.

27. Assessment, recording and reporting procedures have good features which outweigh some shortcomings. While a range of tests including the baseline test to identify pupil strengths and areas for development are administered, effective use is not always made of the information provided. Procedures for target setting are insufficiently rigorous. In the foundation subjects and religious education, assessment and recording procedures are informal in nature. Assessment and recording procedures for pupils with SEN are under-developed. Annual reports to parents conform to statutory requirements.

28. Overall, the school succeeds in meeting pupils’ needs and generally provides a broad and balanced curriculum, however, timetabling of sessions results in lessons being overlong in all classes including those for the under-fives.

29. Planning procedures are insufficiently comprehensive and rigorous to ensure the progressive development of key skills across the key stage. There is no scheme of work and whole-school strategy for the promotion of personal and social education (PSE). Good opportunities are provided for developing pupils’ dual literacy.

30. Extra-curricular activities have recently commenced in art, music, gymnastics and computer clubs, they are held once a week. Homework takes the form of reading activities and a focus on spelling.

31. Acts of collective worship comply with statutory requirements and make good contributions to pupils' moral development. The focus on spiritual development is less effective and there are limited opportunities for quiet reflection during these periods. Provision for the development of Y Cwricwlwm Cymreig and promoting pupils' understanding of other cultures are limited.

32. The school's partnerships with parents, other schools and the local community have good features, which outweigh shortcomings. A small but active Parents' Association works hard to raise funds for the school, and parent governors are frequent visitors to the school and support a range of school activities. The prospectus and annual report of the GB provide parents with useful information, but in their present form fail to include all statutory information.

33. Pastoral, administrative and curriculum links with the junior school are well established and positive links are forged with the local community.

34. The school's provision for work-related education, sustainable development and global citizenship is under-developed. There is no forum, such as a school council, where pupils can contribute to the decision-making process.

35. The school is committed to the national priority for lifelong learning and provides 'wrap around' care with its provision of a breakfast club and after-school club which is well supported. The school is committed to the regeneration of the local community and works in close partnership with a range of local agencies, including personnel from the *Communities First* and *Health and Wellbeing* initiatives.

36. The school's provision for the care, guidance and support of pupils has good features, which outweigh shortcomings. Appropriate support programmes are in place to meet pupils' needs and the acting headteacher has established good working partnerships with a range of external agencies and support services.

37. Induction procedures for pupils entering the school, moving up classes and transferring to junior school are effective. Teaching and support staff know pupils well and monitor their social development and their personal well-being. Most pupils are confident in seeking the help and guidance of adults in the school.

38. Punctuality and attendance are monitored by the school, but procedures are not rigorous enough to secure improvements.

39. Appropriate procedures are in place to promote health and safety. The school is working hard to promote healthy eating and a healthy lifestyle. Y1 pupils have recently successfully completed a road safety awareness programme around the local area.

40. The overall provision for pupils with SEN has some good features, but shortcomings in important areas. Identification of pupils on the register is appropriate and there are good links with outside agencies. Targets set in pupils' individual education plans (IEPs) are not reflected in class teachers short-term planning and there is no record keeping system in place for monitoring pupils' progress. In the main, provision to meet individual needs is provided by class teachers within the context of general classroom activities. This provision is insufficient to meet pupils' specific needs.

### **Leadership and management**

41. The recently appointed acting headteacher provides caring leadership and has a developing overview of the life and work of the school. She has a clear sense of the immediate priorities including planning for raising standards of achievement, standardising assessment procedures, implementing some national priorities and team building. While she is off site, the deputy headteacher undertakes her duties conscientiously. The school's aims and values promote a caring ethos and ensure equality of opportunity for all pupils and staff.

42. The GB is supportive of the acting headteacher, staff and pupils. A number of parent governors are actively involved in the daily life and work of the school. Governors meet regularly and have an appropriate overview of the financial management of the school. The GB does not yet take a full role in setting the strategic direction of the school and is not fully involved in monitoring the quality of provision. Governors meet regularly and fulfil their legal duties though there is a need to ensure that the shortcomings identified in statutory requirements are addressed.

43. The acting headteacher is developing a self-critical culture in the school. Members of staff are becoming more involved in the self-evaluation process, however, their role in monitoring provision is under-developed. The views of parents and learners in self-evaluation are less evident. Governors have a developing understanding of the strengths of the school.

44. The SDP provides a good picture of prioritised developments for the present academic year with appropriate allocation of resources. However, it is insufficiently linked to self-evaluation. There are very limited plans outlined of the issues to receive attention over the longer term. Whole-school quantitative targets are set, however, performance data, from baseline assessment through to the end of KS1 is insufficiently rigorous to inform accurate predictions.

45. Overall, the school has made slight progress since the last inspection in addressing some of the identified key issues. Good progress has been made in raising standards of achievement in English and addressing the health and safety concerns. However, limited progress has been made in providing support for pupils with SEN and raising pupils' attendance. Assessment procedures and the role of curriculum co-ordinators in monitoring provision have regressed since the last inspection.

## Recommendations

To improve the quality of education and standards of achievement, the school needs to:

R1 raise standards in subjects judged to be grade 3, by addressing the identified shortcomings;

R2 raise standards in the use of numeracy and ICT across the curriculum;

R3 review and devise procedures for assessment and recording of pupils' progress in all subjects and make better use of existing data to inform future planning;

R4 enhance the quality of the curriculum by:-

- (a) developing a structured PSE programme;
- (b) planning for the systematic development of key skills;
- (c) devising a programme to promote sustainable development and global citizenship;
- (d) developing pupils' entrepreneurial skills and their understanding of the world of work;

R5 increase the support for pupils on the SEN register;

R6 ensure a closer link between development planning and self-evaluation procedures and further develop the role of curriculum co-ordinators in monitoring provision and standards of achievement;

R7 improve attendance rates;

R8 address the statutory obligations identified in the report, in order to fully comply with WAGs requirements.

The school is addressing aspects of recommendations one, three and four in its present 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 3: Good features outweigh shortcomings

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

#### Pupils' standards of achievement:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	50%	42%	4%	0%

47. The overall quality of educational provision for the under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments show the vast majority of children start school with well below average levels of personal and social, literacy and numeracy skills.

48. Standards of achievement for children under five are as follows:

Language, literacy and communication	Grade 3
Personal and social development	Grade 2
Mathematical development	Grade 3
Knowledge and understanding of the world	Grade 3
Creative development	Grade 2
Physical development	Grade 2

49. In key stage 1, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1
English	3
Welsh second language	2
Art	3
Music	3
Physical education	3

50. In the early years, nursery and reception age children listen attentively to their teachers and support staff. Children make good progress in developing their speaking skills. They confidently communicate their needs and re-tell their own experiences, broadly in the order in which they occurred. Progress is slower in early writing and reading skills. They make limited use of computers to support learning.

51. In KS1, pupils' standards and progress in the key skills of speaking and listening are good. In lessons, pupils think and express themselves with developing confidence and listen carefully to the teachers' instructions and other pupils' points of view. Standards and progress in the use of numeracy and information and communications technology (ICT) are unsatisfactory. Pupils make limited use of their

numeracy and ICT skills to communicate findings and solve problems in the relevant programmes of study. Pupils' creative skills are developing appropriately. The raising of pupils' standards in key skills is identified for development in the current SDP.

52. Pupils' skills in bilingual competence show good progress from a low base on entry to the school; they respond well to instruction in Welsh and confidently use a good range of sentence structures when discussing the weather and their likes and dislikes.

53. Between 2002 and 2004, there was a downward trend in results in English and science which was more pronounced in boys than girls; however, there was an upward trend in mathematics. Teacher assessment results in 2004 were well below county and national averages.

54. In 2005 at the end of KS1, pupils' attainment according to teacher assessment in the national curriculum (NC) core subjects of English, mathematics and science was above local and national averages in English and mathematics and below in science. Reading skills in English were below average. When compared with similar schools across Wales, school performance is in the top 25%.

55. Overall, pupils' behaviour and their attitudes to learning have good features, which outweigh shortcomings. Most pupils understand what is expected of them and behave appropriately in class. On occasions, when pupils line up, move about the school or are at play, there is an undercurrent of rough behaviour in their dealings with each other. A significant minority of pupils is quick to resort to physical contact to sort out disagreements.

56. In the main, pupils are interested in their work and play and want to participate in lessons. They make good efforts to listen to their teacher, settle down and persevere with their tasks. When teaching sessions are too long and pupils have to sit still for too long a period, they lose interest, become restless and behaviour deteriorates.

57. Attendance rates for the past twelve months average only 89%, a figure below county and national average for pupils of compulsory school age. Much of the absence is caused by a small group of pupils that has a high level of persistent absence, which has an adverse impact on the continuity of their education and the standards they achieve. Some other pupils have their progress impeded because of sporadic absence throughout the school year.

58. The GB is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school. A small number of pupils is consistently late for the start of the school day. This disrupts classes and these pupils often miss significant parts of the first lesson of the day.

59. The school does not fully comply with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*. Registration is conducted efficiently, but teachers are not always rigorous in recording the reasons for pupils' absence. On some occasions, the school is too

ready to accept parents' explanations for the absence of their child, and the majority of absence is recorded as authorised.

60. The school makes good use of the community as a learning resource and pupils take part in community activities. Opportunities to learn about work undertaken in the community are more limited and pupils' understanding of the world of work is under-developed.

**The quality of education and training**

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

**Grade 3: Good features outweigh shortcomings**

61. The findings of the inspection team correspond with the school's judgement in the 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
4%	52%	40%	4%	0%

63. The percentage of grade 2 and grade 1 lessons is below the WAGs target of 65 per cent being good or better by 2007. However, good lessons were witnessed in all classes.

64. Teachers have a good relationship with pupils and they know their backgrounds well. Pupils' efforts and good work are praised and consistent encouragement ensures progress. Teachers use effective strategies to help pupils who do not succeed at the first attempt.

65. In most classes, lessons are appropriately planned with clear learning objectives, although they are not shared with pupils. Planning for the development of ICT across the curriculum is under-developed. Planning for the under-fives is appropriate; however, in a minority of lessons, activities undertaken by children are unrelated to the lesson objectives.

66. Overall, teachers have good subject knowledge and use a good range of teaching strategies and resources, although teacher expertise is not fully exploited in some foundation subjects. Well-organised direct teaching is conducted at a brisk pace, and good quality questioning encourages pupils to make appropriate responses. In the majority of classes, tasks are set which match the needs of the majority of pupils. Teachers promote equality of opportunity; however the needs of pupils with SEN are not sufficiently catered for. Teachers make good use of pupils' knowledge and skills in English and Welsh to advance and enrich their understanding of both languages.

67. In the lessons judged to be less effective, lesson plans do not always ensure continuity and progression. There is limited planning to develop pupils' key skills and

work is not sufficiently differentiated to cater for pupils with SEN. Limited use is made of the interactive whiteboard to support teaching and learning. Lesson introductions are occasionally overlong resulting in pupils becoming restless.

68. Assessment, recording and reporting procedures have good features which outweigh some shortcomings. There is a revised policy for assessment in place which is beginning to be used appropriately. While a range of tests, including the baseline test to identify pupil strengths and areas for development, are administered, effective use is not always made of the information provided.

69. Pupils' records' folders contain results of tests and some examples of pupils work. Portfolios of levelled work are being developed in English and to a lesser degree in mathematics. Procedures for target setting are insufficiently rigorous. In the foundation subjects and religious education, assessment and recording procedures are informal in nature

70. Assessment opportunities are not consistently identified in short-term planning and evidence gained from on-going assessment does not systematically inform the next stage of planning in a rigorous enough manner.

71. The school does not have a policy for the marking of work. Pupils' work is marked regularly, but does not identify ways forward for pupils. Procedures for including pupils in the assessment process and in contributing to setting their own targets are at a very early stage of development,

72. Assessment and recording procedures for pupils with SEN are under-developed.

73. Annual reports to parents conform to statutory requirements and, for the most part, are of an appropriate quality. They are informative about pupils' achievements in most areas, but do not always focus on areas for further development in a sufficiently rigorous manner.

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

<b>Grade 3: Good features outweigh some shortcomings</b>
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74. The findings of the inspection team do not match the school's judgement of grade 2 in its self-evaluation document.

75. Overall, the school succeeds in meeting pupils' needs and generally provides a broad and balanced curriculum, however, timetabling of sessions results in lessons being overlong in all classes. Provision for the under-fives is appropriate.

76. In KS1 a number of policies and schemes of work have recently been revised or updated, however some schemes of work remain insufficiently detailed. This limits the overall effectiveness of planning for the progressive development of knowledge, understanding and skills across the school in these areas.

77. Recently a policy has been introduced to promote key skills across the curriculum. Planning procedures are however insufficiently comprehensive and rigorous to ensure their progressive development across the key stage.
78. Good provision is provided for developing pupils' dual literacy, however, there is no whole-school policy nor a formal planning procedure in place.
79. Pupils' learning experiences are beginning to be enhanced and enriched through visits both in the locality and further afield. Some use is also being made of visitors to the school.
80. Extra-curricular activities have recently commenced in art, music, gymnastics and computer clubs, they are held once a week. Homework takes the form of reading activities and a focus on spelling.
81. Acts of collective worship comply with statutory requirements and make good contributions to pupils' moral development. The focus on spiritual development is less effective and there are limited opportunities for quiet reflection during these periods.
82. Provision for the development of Y Cwricwlwm Cymreig is limited, particularly in areas such as art and music. Provision for promoting pupils' understanding of other cultures is also under-developed.
83. There is no scheme of work nor a whole-school strategy for the promotion of PSE.
84. The school's partnerships with parents, other schools and the local community have good features, which outweigh shortcomings. Parents are generally supportive of the school; they attend concerts and celebrations, but their involvement in the life and work of the school is more limited.
85. A small but active Parents Association works hard to raise funds for the school, and parent governors are frequent visitors to the school and support a range of school activities.
86. Parents are kept informed through daily informal contact with staff and through regular newsletters. The prospectus and annual report of the GB provide parents with useful information, but in their present form fail to include all statutory information.
87. Pastoral, administrative and curriculum links with the junior school are well established and arrangements for the transfer of pupils are effective. The positive links forged with the local community, including the local church, are successful and enrich pupils' learning experiences.
88. The school has no partnership arrangements with initial teacher training institutions.

89. The school's provision for work-related education is under-developed. Pupils have few opportunities to learn about the work undertaken in their community and the vocational aspect of the PSE programme has not been addressed.

90. No teachers have undertaken a relevant industrial placement with a view to enhancing professional development and enriching curriculum provision for pupils.

91. Pupils' awareness of sustainable development and global citizenship is limited and the environmental aspect of the PSE programme is under-developed. The school has no specific plan in place to ensure it acts in a sustainable way.

92. Pupils have few opportunities to develop their entrepreneurial skills. They have some opportunities to develop their problem-solving skills during lessons, but their involvement in decision-making within the school is limited. There is no forum, such as a school council, where pupils can contribute to the decision-making process.

93. The school is committed to the national priority for lifelong learning, and provides 'wrap around' care with its provision of breakfast and after-school clubs, which are well supported. The school is committed to the regeneration of the local community and works in close partnership with a range of local agencies, including personnel from the *Communities First* and *Health and Wellbeing* initiatives.

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

<b>Grade 3 Good features outweigh some shortcomings</b>
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94. The findings of the inspection team do not match the school's judgement of grade 2 in its self-evaluation document.

95. The school's provision for the care, guidance and support of pupils has good features, which outweigh shortcomings. Appropriate support programmes are in place to meet pupils' needs and the acting headteacher has established good working partnerships with a range of external agencies and support services.

96. The school makes good efforts to work in partnership with parents and carers in caring for and supporting and guiding their children, but not all parents take advantage of opportunities to become involved. Parents and carers have regular access to the acting headteacher and staff and their views are taken into consideration.

97. The induction procedures for pupils entering the school, moving up classes and transferring to junior school are effective and ensure pupils settle quickly into their new environments. The youngest children in the nursery class are settling in well and they receive good pastoral support from the staff. A language and play (LAP) programme significantly raises parents' confidence in working at home with part-time nursery children.

98. Teaching and support staff know pupils well and monitor their social development and their personal well being. Most pupils are confident in seeking the help and guidance of adults in the school.

99. The school has developed a PSE policy, broadly taking into account ACCAC recommendations, but the lack of a coherent scheme of work limits the success of the programme, and continuity and progression are not assured.

100. Punctuality and attendance are monitored by the school, but procedures are not rigorous enough to secure improvements. Attendance rates were judged to be unsatisfactory in the last inspection and little progress has been made since then. The school's partnership with the education welfare service has been disrupted due to the absence, through ill health, of the education welfare officer (EWO).

101. An appropriate policy and set of procedures are in place to promote health and safety, which are implemented and monitored by the acting headteacher, staff and the GB. No members of staff have updated first aid certificates.

102. The school is working hard to promote healthy eating and a healthy lifestyle. Y1 pupils have recently successfully completed a road safety awareness programme around the local area.

103. Procedures for dealing with child protection issues are in place and all members of staff are aware of them. A new policy has recently been drawn up, but it lacks detail. The acting headteacher is the designated person with responsibility for child protection. She has recently undertaken training and has developed effective working partnerships with a range of external agencies.

104. The overall provision for pupils with SEN has some good features but shortcomings in important areas, particularly in the light of the high numbers on the SEN register. The recently revised policy now adheres to the Code of Practice and a new SEN co-ordinator (SENCO) has recently been appointed.

105. The school makes use of teacher expertise and a number of tests to identify pupils with SEN. The SENCO is a full-time classroom teacher and does not receive periods of release from teaching time to carry out her role. Neither she, nor any other teacher, has opportunities to contribute to specific teaching in this field. New and generally appropriate formats have very recently been introduced for creating individual education plans (IEPs). Targets are not however reflected in class teachers short-term planning and there is no record keeping system in place for monitoring the pupils' progress. Parents have recently been invited to come and discuss the contents of the IEPs. There are appropriate links with outside agencies.

106. Apart from a small number of older pupils who receive support from an LSA in the form of withdrawal sessions, provision to meet individual needs is provided by class teachers within the context of general classroom activities. This provision, for the most part is insufficient to meet specific needs. Good provision is made for the pupil with a statement of SEN.

107. While appropriate attention is given to equal opportunities, the policy document does not provide sufficient detail to underpin the work. An appropriate race equality policy has very recently been produced, but has not as yet been shared with staff and governors.

108. There is a recently produced policy document which has been produced which has appropriate procedures to encourage good behaviour. An anti-bullying policy has recently been drawn up and procedures are in place to deal with incidents.

109. In some curricular areas, appropriate emphasis is placed on developing pupils' awareness and understanding of diversity.

## **Leadership and management**

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

#### **Grade 3: Good features outweigh shortcomings**

110. The findings of the inspection team do not match the school's judgement of grade 2 in its self-evaluation document.

111. The recently appointed acting headteacher provides caring leadership and has a developing overview of the life and work of the school. She has a clear sense of the immediate priorities, as well as fulfilling her role as headteacher of the junior school. The priorities include, in the main, planning for raising standards of achievement, standardising assessment procedures, implementing some national priorities and team building. While she is off site, the deputy headteacher undertakes her duties conscientiously.

112. The SDP is detailed and focused for one year, but in its present form does not provide a long-term vision for the school. Updated policies and schemes of work provide a good foundation for the development of curricular progression throughout the school. The role of curriculum co-ordinators is under-developed with monitoring of the quality of provision being of a limited nature. The gathering of portfolios of pupils' work across the curriculum is at a very early stage of development. The school's aims and values promote a caring ethos and ensure equality of opportunity for all pupils and staff.

113. Whole-school quantitative targets are set; however, performance data from baseline assessment through to the end of KS1 is insufficiently rigorous to inform accurate predictions.

114. The management of individual staff is good overall. Staff appraisal procedures are well embedded and contribute to the professional development of teachers. However, planning, preparation and assessment (PPA) time for teachers is not effectively managed.

115. The GB is supportive of the acting headteacher, staff and pupils and committed to the aims and objectives of the school. Governors meet regularly and have an appropriate overview of the financial management of the school.

116. Governors know the local community well and appreciate and value the contribution the school makes to it. A number of governors, particularly parent governors, are actively involved in the daily life and work of the school, ensuring the school's aims and objectives are realised.

117. The GB does not yet take a full role in setting the strategic direction of the school and is not fully involved in monitoring the quality of provision. The enhancement of governor involvement in the management of the school is an area for development identified in the school's self-evaluation report.

118. Governors meet regularly and fulfil their legal duties, though there is a need to ensure that the shortcomings identified in statutory requirements are addressed.

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

**Grade 3: Good features outweigh shortcomings**

119. The findings of the inspection team do not match the school's judgement of grade 2 in its self-evaluation document.

120. The acting headteacher, deputy headteacher, governors and staff are committed to further improving standards. Members of staff are becoming more involved in the self-evaluation process, but their role in monitoring provision is under-developed. The views of parents and learners in self-evaluation are less evident. Governors have a developing understanding of the strengths of the school.

121. The SDP provides a good picture of prioritised developments for the present academic year with appropriate allocation of resources. However, it is insufficiently linked to self-evaluation. There are very limited plans outlined of the issues to receive attention over the longer term. The SDP does not incorporate challenging and achievable targets for raising standards.

122. The self-evaluation report, produced by the school before the inspection provides a detailed picture of significant developments and curricular provision supported by a range of documented evidence. It has been discussed with staff, but aspects identified for improvement are not systematically included in the SDP. Regular quality assurance procedures based on first-hand evidence are not in place. The role of all staff in monitoring provision is under-developed. This is identified by the school as an area requiring improvement. Overall, the inspection team agreed with the judgements made by the school in two of the seven key questions.

123. Overall, the school has made slight progress since the last inspection in addressing some of the identified key issues. Good progress has been made in raising standards of achievement in English and addressing the health and safety

concerns. However, limited progress has been made in providing support for pupils with SEN and raising pupils' attendance. Assessment procedures and the role of curriculum co-ordinators in monitoring provision have regressed since the last inspection.

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

**Grade 3: Good features outweigh shortcomings.**

124. The findings of the inspection team do not match the school's judgement of grade 2 in its self-evaluation document.

125. The school has a very good ratio of teachers to pupils, however, the number of children in the reception class is low, and in the Y2 class it is high, and includes a significant number of pupils with SEN. The NNEB and LSA work effectively with teachers and provide good support for pupils.

126. Teachers attend INSET courses and their professional development, in the main, is related to their own and the school's needs. Working with LEA advisory staff in developing pupils' literacy skills has impacted on standards.

127. Pupils have access to resources which are for the most part appropriate, in terms of quantity and quality. Resources for the under fives are good and well utilised. Pupils with SEN do not always focus specifically on resources which meet their learning needs. The number of computers is barely adequate and present hardware is under-utilised.

128. The accommodation is secure and very spacious for the number of pupils on roll. Learning areas for the under-fives are spacious and stimulating, but the teaching area for Y2 is cramped for practical activities. The school is kept clean due to the vigilance of the caretaker. Within the constraints of an old building in need of considerable re-decoration, the acting headteacher and staff have implemented a programme of improving the internal environment, and the school is now bright and welcoming. The quality of display is good and is used successfully to celebrate pupils achievements and as a tool for learning.

129. The school has adequate outdoor play areas for pupils, though the playground for KS1 pupils is stark, and pupils do not have access to any equipment or apparatus to stimulate their play. Externally, parts of the guttering are in a state of disrepair and need replacing. Most areas of the school are accessible to disabled learners.

130. Spending decisions are well linked to priorities in the school's plans. The GB's finance sub-committee monitors expenditure in conjunction with the part-time administrative officer who undertakes her role effectively and efficiently. There are appropriate processes in place to ensure value for money.

131. The latest audit of finances by the local authority in 2002 identified a number of recommendations. The vast majority have been achieved; however the school-fund account is not audited. The school runs smoothly on a day-to-day basis.

## **Standards achieved by pupils in subjects and areas of learning**

### **The under-fives**

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

### **Language literacy and communication**

#### **Grade 3: Good features outweigh shortcomings**

133. Children in the nursery listen attentively and enjoy hearing a familiar story read to them. The majority respond readily to questions and instructions and talk with increasing confidence with adults about themselves and their activities using a satisfactory range of vocabulary. They identify their names on a class chart. In Welsh, they count, sing songs and recite rhymes with developing confidence.

134. Children of reception age listen attentively to stories with the majority willingly explaining the events illustrated in the pictures. They discuss news items using a developing vocabulary. They begin to gain confidence in browsing through books. They respond positively to the new experiences of learning Welsh by using known phrases and greetings.

### **Shortcomings**

135. Reception age children's emergent writing and early reading skills are under-developed.

### **Personal and social development**

#### **Grade 2: Good features and no important shortcomings**

### **Good features**

136. Nursery children settle well into their new school routines; they are comfortable and secure in their nursery environment. The majority play contentedly alongside each other in a range of activities, learn to take turns and consider the feelings of others. They enjoy the social occasion of snack time. They manage dressing and undressing with the support of an adult and follow the routines for personal hygiene.

137. Children of reception age move around areas of the school confidently. They sustain their interest and concentration when involved in appropriate tasks and respond quickly to signals to change activities. In small groups, they interact very well together and willingly offer help to each other. Children express their views about their own needs and those of others.

## **Mathematical development**

### **Grade 3: Good features outweigh shortcomings**

#### **Good features**

138. Nursery children develop early mathematical concepts and language in the context of a developing range of activities; they match colours and remember counting rhymes in English and Welsh. They count by rote to 10, begin to recognise numerals up to five and begin to use the language of comparison. Children undertake sand and water activities to develop their skills in comparing, measuring and weighing.

139. Children of reception age extend their knowledge of number by counting, sequencing and comparing. They recognise and recreate basic patterns and become familiar with mathematical vocabulary such as more and less. They name simple two-dimensional shapes with developing confidence.

#### **Shortcomings**

140. Children of reception age have limited understanding and knowledge of money and time, and their early recording skills are under-developed.

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

### **Grade 3: Good features outweigh shortcomings**

#### **Good features**

141. In the nursery, children develop a good understanding of how things grow and have a basic understanding of the seasons and their features. They enjoy experimenting, building and generally finding out in their construction activities.

142. Children of reception age are developing satisfactory computer skills within a limited range of activities; they manoeuvre the mouse and cursor with developing confidence. They begin to appreciate the importance of the environment, identify and record daily weather patterns and have a good knowledge of the seasons. They begin to find out about outcomes when dissolving jellies.

#### **Shortcomings**

143. The under-fives do not use computers sufficiently as an aid to learning and they have a limited knowledge and understanding of people at work.

#### **Creative development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

144. In the nursery, children choose from and experiment with different materials such as paint, papers, glue and dough to create images. They talk about their ideas as they shape, mark and decorate models and collages. They enjoy role-play, listening to and singing a suitable range of songs.

145. Children of reception age display good skills when they observe and explore colour, texture, pattern and shape in two-dimensional and three-dimensional forms. They explore and use a range of materials, experiment imaginatively with natural materials in the environment, make prints and create collages. They know a good variety of songs which they sing in tune to the teachers' guitar accompaniment.

### **Physical development**

<b>Grade 2: Good features and no important shortcomings</b>
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#### **Good features**

146. Nursery children begin to gain mastery of manipulative actions and to develop good hand-eye co-ordination. They handle small scale toys, jigsaws, malleable materials and a variety of suitable tools with increasing dexterity. The children have access to a safe, stimulating outdoor play area where they develop good control of the wheeled toys.

147. Children of reception age handle small objects competently in a range of play activities. In formal activities in the school hall, they move with developing confidence in a variety of ways and enjoy exploring the space around them.

#### **Shortcomings**

148. A minority of reception age children displays limited pencil control, for instance as they begin to learn to form letters and numerals correctly and attempt their own individual writing.

### **English**

<b>Grade 3: Good features outweigh shortcomings</b>
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#### **Good features**

149. The majority of KS1 pupils make good progress in speaking and listening and overall achieve good standards. They listen well to stories, instructions and presentations and use sentence patterns appropriately. They ask and answer questions or contribute to discussions and use relevant words, although in a number of cases using a limited vocabulary. Older pupils are beginning to make good progress in expressing their views about, for example, stories and historical characters. Across the key stage, pupils sequence events effectively as they retell a story they have listened to.

150. The majority of pupils make appropriate progress in developing reading skills and by the upper part of the key stage read in a satisfactory manner. The majority of younger KS1 pupils are beginning to make progress in recognising letter patterns, words and rhymes. The majority of older pupils read accurately with appropriate levels of fluency and understanding. A minority demonstrates good levels of expression and enjoyment in their reading.

151. The majority of older pupils are making appropriate progress in discussing characters and plots. Pupils across the key stage have a sound awareness of the differences between fiction and non-fiction and discuss features on the covers of books in an appropriate manner. They are aware of the usefulness of content and index pages.

152. The majority of pupils throughout KS1 make satisfactory progress in writing. By the end of the key stage, they have achieved development as independent writers. They are developing an awareness of capital letters and full stops and some are aware of the importance of question marks and exclamation marks. Pupils write for a good range of purposes including poems, descriptions of places and people, stories, invitations and news items. Handwriting is variable and at best satisfactory overall.

### **Shortcomings**

153. A significant minority of pupils displays a limited vocabulary.

154. Across the key stage, a significant minority makes limited progress in reading.

155. The writing skills of a significant minority of pupils are under-developed, both in terms of content, spelling and punctuation.

156. The use pupils make of ICT to organise and present their writing in different ways is insufficient.

### **Welsh second language**

<b>Grade 2: Good features and no important shortcomings</b>
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#### **Good features**

157. Pupils listen and respond very well to oral stimuli and follow simple commands. They participate enthusiastically in lessons, engage in grouped oral activities with enjoyment and sing a developing range of Welsh songs.

158. Pupils in Y1 display good oral skills when asking and answering questions about the weather and how they feel. They use a good range of prepositions to specifically identify the location of various objects. They express their likes and dislikes using a developing range of vocabulary and sentence patterns. Pupils display good pronunciation and appropriate intonation when presenting simple information.

159. In their work on 'Myfi fy hun', Y2 pupils confidently take part in simple dialogues and role-play activities; they greet and form relationships very confidently. They use a very good range of sentence structures in their oral activities including positive and negative responses. They speak clearly, substituting words in familiar sentence patterns. They undertake a detailed class questionnaire on preferred foods and record their work in tabular form.

160. Y2 pupils read well from text with the teacher and read printed resources within their environment.

### **Shortcomings**

161. There are no significant shortcomings but pupils do not write sufficiently about themselves, their families and friends, their interests and news.

## **Art**

<b>Grade 3: Good features outweigh shortcomings</b>
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### **Good features**

162. Y1 pupils experiment appropriately with different media and textures to create night and day animals.

163. Using pencils and crayons, pupils across the key stage make appropriate progress in their observational drawing skills.

164. Older pupils develop an appropriate awareness of differences between hot and cold colours and create end products, including collages, to reflect their knowledge and understanding.

165. They make good use of observing the work of Van Gogh and experiment effectively with blending colours to create good images of firework displays and starry nights.

166. Pupils have worked with a local artist and produced good quality replicas in felt of living things.

167. Pupils make appropriate use of computer generated art packages.

### **Shortcomings**

168. Across the key stage, pupils' skills in three-dimensional work are under-developed

169. Pupils make insufficient use of the work of other artists to inform their work.

## Music

### Grade 3: Good features outweigh shortcomings

170. Standards in singing are satisfactory across the key stage. Y1 pupils distinguish between quiet and loud sounds and are beginning to create sounds relating to different symbols.

171. Older pupils keep time well as they perform simple patterns using notes on pitched percussion instruments. They demonstrate that they are developing an effective understanding of rhythm and pace as they use parts of the body, and percussion instruments, in their compositions relating to rain storms.

#### Shortcomings

172. Pupils' skills of performing using a range of instruments both tuned and untuned are under-developed.

173. Pupils' awareness of the work of composers is under-developed.

174. Pupils' skills in relation to appraising their own work and the music they listen to are limited.

## Physical education

### Grade 3: Good features outweigh shortcomings

#### Good features

175. In Y1, pupils wear appropriate footwear and clothing when undertaking activities.

176. They make good use of space when exploring and expressing a variety of movements in response to musical stimuli. They respond very well to instructions, take weight on hands and display good techniques in rolling, using a good variety of body shapes. Pupils' landing skills are good.

177. In gymnastics, Y2 pupils plan well a series of movements in pairs. They perform in unison and effectively sequence their movements.

#### Shortcomings

178. Pupils' skills in evaluating performance are under-developed.

179. Pupils display limited progression in gymnastic skills from Y1 to Y2.

180. Y2 pupils' knowledge of health-related exercise is less well developed, evident when they do not always change appropriately for activities.

## **School's response to the inspection**

As acting headteacher, I agree that the report is both objective and fair with justification for all judgements. Pleasingly, inspectors identified procedures that will help us address some shortcomings. The inspection findings recognise that the quality of learning is good with pupils persevering in their tasks, resulting in pupils' speaking and listening skills judged to be good. The commitment of all stakeholders is also recognised. The report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence.

An action plan will be put in place to address the recommendations in the report. Issues pertaining to timetabling, assessment, attendance, and the role of SENCO are already being addressed. Staff and governors will address all the recommendations as soon as possible. Raising standards of achievement and further developing pupils' key skills, together with enhancing aspects of the curriculum, will be a major priority for us.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix A

### Basic information about the school

Name of School	Morfa Nursery and Infant School
School type	Community
Age-range of pupils	3-7
Address of school	New Street Morfa Llanelli Carmarthenshire
Post-Code	SA15 2BR
Telephone Number	01554 772945

Acting Headteacher	Mrs S C Powell
Date of appointment	1 February 2005
Chair of Governors	Mr A Evans
Registered Inspector	Mr J Harries
Dates of inspection	21-23 November 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	17	18	9	26					70

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	0	5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.6:1
Pupil: adult (fte) ratio in nursery classes	8.5:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1.25:1

Term	N	R	Rest of School
Autumn 04	77.0	92.9	91.8
Spring 05	89.5	89.9	87.4
Summer 05	78.0	89.9	88.7

Percentage of pupils entitled to free school meals	41%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:						18
Percentage of pupils at each level									
			D	W	1	2	3	4	
English:	Teacher Assessment	School	0	0	11	61	28	0	
		National	0	4	13	63	20	0	
En: reading	Teacher Assessment	School	0	6	17	33	44	0	
		National	0	3	11	63	23	0	
En: writing	Teacher Assessment	School	0	6	6	77	11	0	
		National	0	5	15	69	11	0	
En: speaking and listening	Teacher Assessment	School	0	0	6	67	27	0	
		National	0	4	14	55	27	0	
Mathematics	Teacher Assessment	School	0	0	6	44	50	0	
		National	0	2	11	63	24	0	
Science	Teacher Assessment	School	0	0	17	56	27	0	
		National	0	2	10	65	23	0	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83.3%	In Wales	80%

- D Pupils who have been disapplied from the statutory arrangements  
 W Pupils who are working towards level 1

## Appendix D

### Evidence base of the inspection

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

#### Before the inspection:

- meetings were held with the headteacher and staff, the governing body and three parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 14 completed questionnaires were analysed and the inspection team took note of the results; 94% of the responses were positive;
- school documentation was examined.

#### During the inspection:

- evidence based on the inspection of classes in a total of 30 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-times;
- discussions were held with pupils about aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr J Harries, Registered Inspector	Context, Summary and recommendations Key questions 1, 2, 5 and 6 Under fives, Welsh second language Physical education
Mr B W Jones, Team Inspector	Key questions 3, 4 and 7 English, Art, Music
Mrs J Warr, Lay Inspector	Contributions to key questions 1, 3, 4 and 5
Mrs S C Powell, Headteacher	Nominee

### Acknowledgement

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

**Contractor:** Baker-Phillips Educational Communications Ltd.,  
Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LF