

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

**YSGOL MYNYDDYGARREG
MYNYDDYGARREG
KIDWELLY
CARMARTHENSHIRE
SA17 4RL**

SCHOOL NUMBER: 669/2112

DATE OF INSPECTION: 19-20 JUNE 2002

BY

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REGISTERED INSPECTOR: W248/17717

DATE: 6 SEPTEMBER 2002

UNDER ESTYN CONTRACT NUMBER: C/T/204/01P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
CD-ROM	-	Compact Disk Read Only Memory
CoP	-	Code of Practice
EBP	-	Education Business Partnership
ELWa	-	Education and Learning Wales
EWO	-	Education Welfare Officer
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
NC	-	National Curriculum
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
Y	-	Year

CONTENTS

1. CONTEXT.....	1
THE SCHOOL AND ITS PRIORITIES.....	1
2. MAIN FINDINGS.....	1
THE MAIN FINDINGS OF THE REPORT.....	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS.....	4
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING.....	4
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM.....	4
4. ETHOS OF THE SCHOOL.....	5
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.....	5
4.2 BEHAVIOUR AND ATTITUDES.....	5
4.3 ATTENDANCE.....	6
5. QUALITY OF EDUCATION.....	6
5.1 TEACHING.....	6
5.2 ASSESSMENT, RECORDING AND REPORTING.....	7
5.3 CURRICULUM.....	7
5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE.....	8
5.5 PROVISION FOR PUPILS WITH SEN.....	9
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS.....	9
5.7 PARTNERSHIP WITH INDUSTRY.....	10
6. MANAGEMENT.....	10
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT.....	10
6.2 LEADERSHIP AND EFFICIENCY.....	11
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES.....	11
7. SUBJECTS AND AREAS OF LEARNING.....	12
STANDARDS ACHIEVED BY PUPILS.....	12
PROVISION FOR THE UNDER-FIVES.....	12
WELSH.....	13
ENGLISH.....	14
MATHEMATICS.....	15
SCIENCE.....	16
DESIGN AND TECHNOLOGY.....	17
INFORMATION TECHNOLOGY.....	18
HISTORY.....	19
GEOGRAPHY.....	20
ART.....	21
MUSIC.....	22
PHYSICAL EDUCATION.....	23
RELIGIOUS EDUCATION.....	24
8. SCHOOL IMPROVEMENT.....	25
8.1 PROGRESS SINCE THE LAST INSPECTION.....	25
8.2 KEY ISSUES FOR ACTION.....	27
APPENDIX.....	28
A. BASIC INFORMATION ABOUT THE SCHOOL.....	28
B. SCHOOL DATA AND INDICATORS.....	28
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS.....	29
D. THE EVIDENCE BASE OF THE INSPECTION.....	29
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	30

PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

This school is situated in the village of Mynyddygarreg near Kidwelly. It serves the village and the surrounding area. The locality is described as one that is neither prosperous nor economically disadvantaged. The school is categorised as an A Category school by Carmarthen LEA; this means that Welsh is the medium of education in KS1 and in the majority of subjects in KS2.

There are 34 pupils aged between three and eleven on roll at present; there are no pupils in Y3 currently. Approximately 80% come from families where English is the main language; around 6% come from an ethnic minority background. Pupils are admitted to the reception class at the start of the term when they are four. The school notes that many pupils are able and a few less able; approximately 17% are eligible for free school meals. Two pupils have a statement of SEN and a further eight are on stages one to four of the CoP.

The school's aims and objectives include stimulating pupils' emotional and social development, in order that they might achieve their full potential, creating an awareness and desire for life's spiritual dimension by providing pupils with knowledge of Christianity and other religions, promoting a sense of moral values, creating an awareness of the needs of others and enable pupils to be bilingual by the end of their primary education.

The school's priorities for this year are to develop PSE, to improve the school environment, to enhance the assessment system and provision for the early years and to join the campaign for healthy schools. The school received the Basic Skills Quality Mark award in September 2001.

The school was last inspected in December 1996.

2. MAIN FINDINGS

The main findings of the report

Ysgol Mynyddygarreg is a safe and caring community where pupils work and play together happily. A notable feature of curriculum provision is the attention given to teaching pupils to appreciate and respect their community.

- Overall, the quality of the educational provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning for the under-fives are as follows:

Language, literacy and communication skills	Good
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

- Standards achieved in all NC curriculum subjects and religious education across KS1 and KS2 are very good in around 15% of lessons observed, good in approximately 65% and satisfactory in the remainder. Standards in the subjects of the curriculum are as follows:

	KS1	KS2
Welsh	Good	Satisfactory
English	Not applicable	Good
Mathematics	Satisfactory	Satisfactory
Science	Good	Good
Design and Technology	Satisfactory	Satisfactory
Information Technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical Education	Good	Good
Religious Education	Good	Good

- Standards achieved in key skills are good in listening and ICT in both key stages; they are good in speaking in KS1 and satisfactory in KS2. The majority of pupils in both key stages achieve satisfactory standards in reading writing and numeracy.
- Spiritual, moral, social and cultural development is good. Pupils show respect towards adults, fellow pupils and property. Circle time, where pupils discuss their problems, makes an important contribution to their development and their relationships with each other. They are willing to accept responsibility and display a good understanding of their relationship with the community and their responsibility for the environment. Although opportunities to reflect and meditate quietly are limited, they have opportunities across the curriculum to extend their spiritual development.
- Behaviour and attitudes to learning are good. The school has a happy and orderly environment and good behaviour is promoted through a system of effective awards. A considerable effort is made to prevent bullying.
- Attendance percentages are good. Parents understand the need to co-operate fully with procedures for explaining absence and the school takes appropriate steps to improve punctuality.
- The quality of teaching for the under-fives is very good in around 13% of lessons observed, good in approximately 77% and satisfactory in the remainder. In KS1 and KS2 the quality of teaching is satisfactory or better in approximately 92% of sessions, of which around 31% is very good and about 46% is good. In the best sessions, lesson structure is

good and explanation of tasks is clear. Good use is made of support staff. In some sessions, the aims of lessons are not clear for pupils and closed questions impair their opportunities to give extended answers.

- The quality of assessment, recording and reporting to parents is good. The school has substantial documentation for establishing assessment guidelines. Procedures for reporting to parents are acceptable to them and comments on reports are detailed, except for those for the under-fives where the format does not match the six areas of learning.
- The quality of the curriculum is good; it is broad, balanced and relevant. All curriculum subjects are taught by exchanging classes to use expertise; in the majority of subjects, this enriches provision. Good attention is paid to PSE and in many subjects the provision for the cwricwlwm Cymreig is very good; the curriculum is also enriched by extra-curricular activities.
- Support, guidance and pupils' welfare is good. Pupils feel able to go to staff for help and support. Equal opportunities are provided in all school activities.
- Provision for pupils with SEN is good. To a great extent, each pupil with SEN receives a balanced curriculum. School guidelines conform with the requirements of the CoP. Procedures for sharing information with parents on their children's development and for receiving copies of their IEP are effective.
- Partnership with parents and the community, schools and other institutions is good. Parents play an active role in helping the school. Social, administrative and curriculum links with the secondary school are effective and local agencies and institutions are very supportive of the school. The contents of the school prospectus and the GB's annual report do not fully conform with statutory requirements.
- Links with industry are satisfactory. Although there is no written policy for developing partnership with industry, pupils' experiences are enriched by purposeful visits organised to local businesses.
- The quality of self-evaluation and planning for improvement is unsatisfactory, as no adequate analysis has been drawn up of the school's strengths and weaknesses.
- Leadership and efficiency are satisfactory. The school has specific aims and objectives and priorities for improvement have been identified in the SDP, but they do not give a clear vision for the future of the school.
- Staffing is very good, resources are good and accommodation is satisfactory. The staff are all committed. Many improvements have been made to the building but there is still much to do. Use made of classrooms for the whole age range is very good; the school is kept clean and tidy. Resources are kept in an orderly manner and they are of good quality; however, there are gaps in some areas.
- The school has responded positively to the eight key issues identified in the report. Standards are continuing to improve; however, some aspects still need to be addressed in Welsh in KS2 and in mathematics across the school.

- The school gives good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

- For children under five years of age standards are good in around 87% of sessions observed and satisfactory in the remainder. Children make good progress in each of the six areas of learning.
- Standards across both key stages are very good in around 15% of sessions observed, good in around 62% and satisfactory in the remainder.
- In KS1 standards are good in Welsh, science, information technology, history, geography, music, art, physical education and religious education. They are satisfactory in mathematics and design and technology.
- In KS2 standards are good in English, science, information technology, history, geography, art, music, physical education and religious education. They are satisfactory in Welsh, mathematics and design and technology.
- As the school had no pupils in Y2 last year, no-one sat the national tests in KS1. In KS2 the majority of pupils achieved the level expected of eleven-year olds.

3.2 Standards Achieved in Key Skills across the Curriculum

Listening skills and the use of ICT are good in both key stages, speaking skills are good in KS1 and satisfactory in KS2. Reading, writing and numeracy skills are satisfactory across both key stages.

- There is no whole school planning for development of key skills across the school.
- Pupils make good use of listening skills and respond effectively to presentations, instructions and commands. However, planning is insufficient for promoting extended answers to questions and appropriate opportunities to offer comments and share experiences in KS2. Occasionally the lack of clear guidance in relation to the medium of teaching and learning inhibits oral development.
- Pupils have good opportunities to look for information in books and they develop satisfactory higher reading and higher research skills.
- Pupils across both key stages have good opportunities to write for recording and creative purposes beyond the language lesson. They produce satisfactory writing in different forms and for a variety of purposes, for example in history, geography and religious education.
- Opportunities for pupils to develop number work and to reason and analyse information when handling data are limited. Skills in using graphs and tables to present information

are not sufficiently developed and the use of co-ordinates in geography, for example, is limited.

- The good use made of ICT across the curriculum includes good experiences in using CD-ROMs and word processing. Pupils in KS2 make good use of the internet to look for information in a number of subjects, such as art, geography, language and science.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral, social and cultural development is good.

- Pupils develop a good awareness of the difference between right and wrong. They show respect towards adults, fellow pupils and other people's and the school's property. Circle time makes an important contribution to pupils' development and their relationships with one another.
- Pupils are courteous and welcoming to visitors. They are prepared to accept responsibility and show initiative; the school council makes an effective contribution in this context. They show a very good understanding of their relationship with the community. Their citizenship skills develop effectively and they have a good understanding of their responsibility towards the environment.
- Pupils show a good awareness of those less fortunate than themselves in the locality and the wider world; they contribute to charitable causes.
- The school meets statutory requirements for collective worship and the local vicar and minister make an important contribution to these. Assemblies have an ethos of worship and they make an important contribution to the moral and social development of pupils, although opportunities to reflect and meditate quietly are limited.
- Across the curriculum, especially in history, geography, music and religious education lessons, pupils have good opportunities to stimulate their imagination and to extend their spiritual development.
- Pupils develop a good, and often very good, appreciation and knowledge of the culture and heritage of Wales. At the same time, their awareness of beliefs, cultures and other races develops effectively, mainly through work in religious education and geography.

4.2 Behaviour and Attitudes

Behaviour and attitudes to learning are good.

- The school has a happy and orderly atmosphere and the relationship between staff and pupils is friendly and respectful.

- The school has effective policies and strategies to promote good behaviour and good discipline and to prevent bullying.
- Although no examples of bullying were seen during the inspection staff are aware at times that there are some incidents of minor bullying; they make a considerable effort to prevent this.
- Good behaviour is promoted through an effective award system and by examples of courtesy and kindness shown by staff.

4.3 Attendance

Attendance percentages are good.

- Parents understand and co-operate fully in explaining absences; phone calls are received explaining them but no record is made of phone calls.
- A small percentage of pupils arrive late at the start of the morning session. The school takes appropriate steps to improve attendance, which includes a system of monitoring and recording lack of punctuality by the pupils themselves.
- The EWO works together with the school when necessary to follow up persistent absences.
- The school conforms with statutory requirements for recording attendance. However, appropriate symbols are not always used to identify reasons for absence.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching for the under-fives is very good in around 13% of lessons observed, good in about 77% and satisfactory in the remainder. In KS1 and KS2 the quality of teaching is satisfactory or better in around 92% of sessions, of which around 31% is very good and about 46% is good.

- Teachers have a good knowledge and understanding of the majority of subjects they teach. They have a good relationship with pupils.
- Often, effective use is made of a range of teaching techniques and appropriate organisational strategies to meet the needs of different lessons. To a great extent, work builds effectively on pupils' prior experiences.
- In the best sessions, questioning is used effectively, introductions are relevant and lively, endings are effective and the pace is brisk. Explanations for tasks are clear and appropriate attention is provided for pupils; good use is made of support staff.

- In sessions deemed to be satisfactory or unsatisfactory, the outcomes of the lesson are not shared effectively with pupils; introductions are somewhat long and closed questioning impedes pupils' opportunities to give extended answers. Occasionally, the lesson does not proceed at an appropriate pace.
- On a few occasions strategies for the linguistic medium of the teaching are unclear. This has a negative effect on pupils' linguistic development, especially in Welsh.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good.

- The school has substantial documentation for establishing assessment guidelines. This is regularly reviewed as the school is attempting to develop easily manageable procedures that are relevant to its needs.
- Children under five years of age are assessed in accordance with the LEA baseline during the second term in school. Staff respond appropriately to problems identified in the outcomes of the baseline.
- An assessment framework which identifies specific aspects of core subjects has been established. Although there is no framework for assessing foundation subjects, work done for assessment in religious education shows initiative.
- A wide range of pupils' work is kept during their time in school; these are dated and some examples are labelled.
- Teachers know pupils well. This, along with a system of tracking individuals, influences planning in subjects; short term targets are set for pupils.
- The school uses a number of tests, and results are recorded carefully. Detailed records are kept of individuals' experience and progress in reading.
- The school has a marking policy. Appropriate comments are made on the work, but overall observations do not include specific guidelines on the way ahead.
- Arrangements for reporting to parents, including an open door policy when parents can discuss their children's work, and a formal meeting and annual report once a year are appreciated by to parents. Reports for pupils in KS1 and KS2 are clear and based on NC subjects. Although comments on reports for the under-fives give appropriate information, the format does not correspond to the six areas of learning for under-fives.

5.3 Curriculum

The quality of the curriculum is good; it is broad, balanced and relevant.

- The school has policies for all curriculum subjects, religious education and areas of learning for children under five.

- The curriculum is presented with six themes across the year. The LEA's schemes are used; they are detailed and staff have tailored them to their own requirements. Skills to be taught have been clearly identified. However, details in planning for individual lessons are inconsistent; when a published scheme is used, differentiation for groups and individuals of different abilities is not identified.
- All curriculum subjects are taught by exchanging teachers; in the majority of subjects, this enriches curriculum provision.
- A notable feature of curricular provision is the attention given to PSE within subjects and circle time discussions. The programme is based on the ACCAC guidelines.
- Provision for the cwricwlwm Cymreig in a number of subjects is very good; for example, members of the community are used very effectively in history and art to present this dimension.
- The curriculum is enriched by a number of extra-curricular activities and educational visits to the community and beyond. There are a number of after-school clubs, including homework clubs for Y6, and opportunities to take part in important community celebrations.
- Homework is provided regularly. Tasks are varied and include reading, researching, writing projects and practical tasks in design and technology.

5.4 Support, Guidance and Pupils' Welfare

Support and guidance provided for pupils is good.

- The school's pastoral care is good and pupils feel secure in a friendly, welcoming, caring environment.
- Teachers and support staff know pupils well and pupils find it easy to seek help and guidance from them.
- Pupils have good guidelines in relation to their class work.
- Equal opportunities are provided in all school activities. Good attention is given to health and sex education.
- The school's policy conforms with statutory requirements for child protection; the head is responsible for this aspect.
- A member of the support staff has updated first aid qualifications. However, the provision for periods when she is not in school is inadequate.
- The relationship between school and home is close and arrangements for communication when necessary with parents during the day are good. However, the process of communication with parents when pupils are absent is underdeveloped.

5.5 Provision for Pupils with SEN

The quality of provision and support for pupils with SEN is good.

- The head is the co-ordinator and she shares responsibility for SEN with the support teacher. The governor responsible for SEN is aware of the school's procedures, which meet the requirements of the CoP, and takes an interest in the work and progress of pupils. There are eight pupils on the SEN register; two others have a statement.
- One pupil has full-time support from two classroom assistants for half a day each. Another assistant is responsible for the other pupil with a statement of SEN for fifteen hours a week. These members of staff make a valuable contribution to the development of both pupils, who make appropriate progress. At the moment, the assistants do not keep written records for pupils and do not attend meetings to draw up pupils' IEPs.
- The SEN register identifies three pupils on stage two and one on stage three. The SEN teacher makes good provision for these pupils and they make appropriate progress. The good development of a further two pupils, who were on the higher stage of the SEN register, has enabled the school to transfer them to the first stage. Examples of pupils' work are kept and IEPs are revised termly on the basis of the evaluation of pupils' development.
- To a great extent each pupil with SEN receives a balanced and broad curriculum, including experiences related to information technology. Although differentiated work is provided within classes, references to differentiation for these pupils and those who are more able is inconsistent in short-term planning.
- Appropriate opportunities are provided for parents of pupils with SEN to receive information on their children's development, as well as copies of IEPs.
- Links with external agencies are appropriate. The school makes use of expertise and support available in relation to assessment and support, although at times response to requests is slow.

5.6 Partnership with Parents and Community, Schools and Other Institutions

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

- Parents play an active role in helping the school, including raising extra money and helping with the upkeep of the building. Some parents also help in a practical way when the school holds concerts and sports events.
- Close links have been established with the community by inviting parents and their friends and villagers to attend school concerts and other events. The school is supportive of local events, including the distribution of 'meals on wheels' to the elderly.

- Effective social, administrative and curriculum links have been established with the receiving secondary schools to which pupils transfer. The school makes regular use of a computer suite in Ysgol Glan y Môr and a teacher from this school teaches some aspects of the mathematical curriculum to Y5 and Y6. Y6 pupils also work on a science and history project annually for Ysgol Glan y Môr.
- Local institutions and agencies are very supportive of the school. Although there is no formal link with a teacher training institution, the school accepts students on work experience.
- The contents of the school prospectus and GB's annual report do not conform fully with statutory requirements.

5.7 Partnership with Industry

Links with industry are satisfactory.

- Although the school has no written policy to develop partnership with industry, there are strategies in place for establishing links with agencies and local businesses.
- Pupils' experiences are enriched through purposeful visits organised to local businesses.
- School links with ELWa are developing gradually. The head has attended business courses related to art, mathematics and management.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- Although a culture of self-evaluation and monitoring is beginning to be established, the process, which includes staff and governors, is in its very early days. The self-evaluation document does not provide a realistic and sufficiently clear picture of the school's opinion of its own performance, progress and outcomes.
- No detailed analysis has been made of the school's strengths and weaknesses and, although the SDP is in place, it does not give a long-term overview for the future of the school.
- The process of monitoring progress made towards achieving targets is insufficiently detailed. Although the school has worked quite effectively to achieve the key issues in the 1997 inspection report, there is no evidence that this has been done in a sufficiently structured manner.
- Satisfactory use is made of national and LEA data to compare the performance of the school against other schools.

- A monitoring process is in place but there is no evidence of monitoring the quality of teaching in classes.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is satisfactory.

- The school has appropriate aims and objectives for the life and work of the school; it has a number of policies in relation to school management.
- Day-to-day administration is effective and all adults within the school communicate well to ensure that routine procedures are effective.
- Staff meetings are held regularly; it is not clear from the minutes who is responsible for putting into action various decisions taken. INSET links appropriately with the educational needs of the school.
- The head communicates regularly with the GB and the LEA. She presents an oral termly report and an annual written one. The GB is very supportive of the school and have appropriate responsibilities; they visit the school, often undertake daily minor responsibilities and are well informed on curriculum, spending and school targets.
- The school has an SDP which identifies priorities on an annual basis. For the last three years, these have been appropriate and have been linked to spending, but progress has not been evaluated sufficiently. The SDP does not provide a long-term overview for the school. The desired improvements to the building over the next five years are broadly identified, but these intentions are not linked to spending.
- The school provides good value for money.

6.3 Staffing, Accommodation and Learning Resources

Staffing is very good, resources are good and accommodation is satisfactory.

- The quantity of staff is appropriate for the number of pupils on roll; they are experienced and have appropriate qualifications.
- Pupils benefit from the number of support staff who make a valuable contribution to their education. The contribution of the nursery assistant deserves the highest accolade. They are all committed and work as a team. They all have job descriptions noting what is expected of them.
- The head has no administrative help but takes advantage of times when pupils are taught by experts to undertake administration.
- Teachers have made a great effort since the last inspection to develop their expertise beyond their specialist subjects.

- The building is old but is kept in good order. Many improvements have been made to the accommodation but much upkeep still remains. Parts of the building are affected by serious dampness and much of the pupils' work has been destroyed by water leaking through the roof.
- Space is limited for both classes, especially the class containing the under-fives and KS1 pupils. Very good use is made of the room between both classes in order to provide activities for the under-fives and practical tasks, including computer work.
- Space is limited also for administration as the head and staff do not have a separate office; a space in the resource room has been made available to them.
- Displays in classes, the corridor and the kitchen create a rich learning environment.
- A great deal of attention has been given to create attractive outside play areas for pupils; they have been marked for games and greenery has been planted around.
- Very good use is made of the village hall next door for physical education and whole school activities.
- The school has good resources and they are kept in an orderly fashion. There is a good number of materials for teaching ideas and curriculum planning. Resources in classes are of good quality and regular and good use is made of them. The school has made a great effort to borrow materials in order to provide pupils with rich, practical experiences in history and religious education. However, it recognises there are gaps in geography and religious education.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Overall, the quality of the educational provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.

Good features

- Development in language, literacy and communication skills is good. Children all understand class instructions and discussions and many respond well orally to activities and answer questions appropriately. Many make extended responses in dialect. They use the pictures in books sensibly to develop their understanding of the story. They listen to stories on listening stations and many can follow the story in print. They recognise a number of letters and can formulate them correctly.
- Personal and social development is good. Children behave well and respond maturely to daily routines and expectations of them. They realise the need to await their turn when playing in a group and concentrate in whole class sessions. They show curiosity when

discovering new things. They understand the need for hygiene when preparing for dinner. They know the difference between right and wrong and can make rational choices.

- Mathematical development is good. Children begin to use mathematical terminology, such as more and less and empty and full, when playing in the sand. They recognise numbers from one to five and can work out simple adding sums within a range of basic numbers when they play games on the computer. They can make sets and sequences based on colour and shape and can name two dimensional shapes and know that they have certain features.
- Knowledge and understanding of the world is good. Many have a good knowledge about their local area and the services available in the village. They begin to understand the passage of time, as they look at pictures of life long ago and realise that life today is very different. They understand that the Bible is a very important book and that the vicar has a special job and that his dress has significance. They investigate different materials and grasp that there are differences between them.
- Physical development is good. Children can handle writing and painting equipment well. When playing on the computer, they show good development when handling the parts of the computer. In physical education lessons they show a measure of self-discipline over their bodies and their throwing and catching skills develop well. When playing on large equipment in the playground, they develop good skills in pushing and pulling.
- Creative development is good. Children role play sensibly in the home corner and show a knowledge about life and daily routines. They choose a combination of colours to create simple pictures and understand the possibilities that can arise from mixing colours. They are able to handle untuned instruments when creating simple compositions and develop an understanding of rhythm and tune.

Shortcomings

- There are no major shortcomings, but there are insufficient opportunities within the building to develop skills such as pushing, pulling and climbing daily on large equipment on a daily basis.

Welsh

Standards are good in KS1 and satisfactory in KS2.

Good features

- Pupils in KS1 listen and speak well in discussions as part of their class activities. The dialect of the area is encouraged and consolidated often by teachers and it is evident in the pupils' oral contributions.
- In KS1 pupils respond well to questions on the content and characters of their favourite stories; they use a variety of language patterns and correct responses.

- Pupils in KS1 read well. They build words and their reading is meaningful and confident; they understand what they read. They answer questions on the content of their reading books, discussing events and characters. They can express opinions on what they read.
- Pupils' writing skills in KS1 develop well. The majority use capital letters correctly and are aware of sentence structure. They use simple punctuation marks and the concise form of the verb effectively in stories. They understand that parts of speech, such as verbs and adjectives, have different purposes and they can vary their writing according to the purpose of the task.
- Pupils in KS1 spell key words well and their handwriting develops well across the key stage.
- Pupils in KS2 listen well and many speak confidently; the more able show a good understanding of the use of dialect, language register and standard forms.
- A number of pupils in KS2 read with expression; they read confidently and pronounce clearly in front of the whole school. The more able read a variety of texts meaningfully.
- According to their age and ability, a number of pupils in KS2 vary their sentences. They write diaries and simple letters, create interesting portraits and passages persuading visitors to come to Wales on holidays. The more able can use comparisons in their work.
- A number of older pupils can appreciate the ideas and poetic techniques in the poetry of T Llew Jones and can express opinions on the art and content of his poems.
- The handwriting of the majority of pupils at the upper end of the school is good and this has a positive effect on the presentation of work.
- Pupils' spelling in KS2 develops satisfactorily and the majority spell key words correctly.

Shortcomings

- Difficulties arise from the wide range of pupils' linguistic competence in KS2. Many pupils lack confidence orally and are subdued in lessons. Extended teacher presentations have an adverse effect on less fluent pupils. On the other hand, when there is compromise in the language register used and in the medium of teaching and learning, this inhibits the linguistic development of more fluent pupils.
- Pupils do not have enough experience of playing with words when writing simple poetry.
- Little evidence was seen in KS2 of oral work, including dialogue exercises, to consolidate language patterns of the less confident pupils.

English

Standards are good in KS2. In line with the LEA policy for A Category schools, English is not taught formally in KS1.

Good features

- Pupils across KS2 speak confidently; they respond fluently when answering questions and offer appropriate comments, for example on how to create an instruction booklet. When co-operating on a task, less able pupils use appropriate oral language.
- Pupils in KS2 read well. They read a range of materials, including a newspaper article, when they look at the importance of inverted commas. They are aware of what makes a good story.
- Pupils write for different purposes and demonstrate an awareness of the language register appropriate for a specific audience. They display an awareness of how to begin a story well, plan a formal letter, prepare a recipe card and review a book. They can also write passages expressing opinions and which persuade the reader of the advantages of living in the country or in the town.
- The majority of pupils across the key stage produce good descriptive work which makes good use of adjectives, adverbs and pronouns. The work of many pupils was published in a book containing the results of a national competition.
- Pupils use dictionaries to check and correct work and to discover words that have the same stem.

Shortcomings

- There are no major shortcomings, but pupils do not have sufficient opportunities to think about the appropriateness and order of words when writing simple poetry.

Mathematics

Standards are satisfactory in both key stages.

Good features

- KS1 pupils achieve good standards in their understanding of number and the value of money. They differentiate between odd and even numbers; they can add and take away correctly, counting onwards and backwards in steps of varying amounts. By the end of the key stage, the majority in Y2 have a good grasp of the two, five and 10 times tables.
- Pupils in KS1 classify objects according to size and shape and develop a satisfactory understanding of length and weight. Across the key stage they identify two and three dimensional shapes; by the end of the key stage the majority can describe their features.
- Pupils in KS1 create simple graphs when recording information and the majority display satisfactory skills in handling data.
- The majority of pupils in Y2 have an appropriate understanding of time in quarter hour intervals and across KS1 the majority of pupils develop a good understanding of halves.

- Across KS2 most pupils' understanding of number and money is good and they show an appropriate grasp of length, volume and weight.
- By the end of KS2 the majority of pupils handle large numbers effectively; they can also discover factors and have a good understanding of negative number.
- Most older pupils in KS2 have an acceptable understanding of the links between fractions, percentages and decimals and can tell the time on a 12 and 24 hour clock.
- Across KS2 pupils develop a satisfactory understanding of area, angles and symmetry; they know in detail the features of two and three dimensional shapes.
- Skills in handling data are satisfactory in KS2; they produce effective graphs and make satisfactory use of ICT skills in this context.
- The majority of older KS2 pupils have a satisfactory grasp of terms such as median and begin to understand the features of a circle.

Shortcomings

- In KS1 a number of pupils have insecure understanding of the concept of a quarter.
- Investigative skills of most pupils in both key stages are limited.
- The mental mathematics skills of the majority of pupils are insufficiently developed.
- Most pupils at the upper end of KS2 have an insufficient grasp of multiplication.
- Pupils' measuring estimation skills in KS2 are insufficiently developed.

Science

Standards are good in both key stages.

Good features

- Across both key stages pupils show positive attitudes to science and develop appropriate scientific vocabulary.
- At relevant levels, pupils in both key stages develop a good understanding of how to look after their bodies.
- Pupils in KS1 develop a good understanding of different parts of a plant and they experiment to discover the conditions needed for plants to grow from seeds.
- Pupils in KS1 have a good awareness of the different sources of light and the importance of electricity in their lives. They show an appropriate knowledge of the dangers of electricity.

- When investigating simple circuits, pupils in KS1 understand that it is necessary to have a complete circuit before electrical devices can work.
- The majority of pupils in KS2 develop a good understanding of materials and their features and classify them into different categories effectively, including magnetic and non-magnetic.
- Pupils in KS1 show that their understanding of the importance of a fair test develops well when experimenting with a ball bouncing on different surfaces and when investigating the strengths of different materials in order to make shopping bags. They realise that the height of a ramp effects the speed of small vehicles.
- Pupils in KS1 demonstrate effective skills in predicting and offer very appropriate ideas on how to strengthen different parts of a bag; they discuss ably how to present their findings.
- Pupils in KS2 develop a good understanding of different kinds of teeth, the skeleton and the body's main organs. They show a good awareness of the function of the skeleton, muscles and the heart on the circulation of blood.
- Pupils in KS2 develop good research skills when identifying the effect of exercise and rest on the beat of the heart; they present their findings in graph form.
- Pupils in KS2 can identify effectively the characteristics of different kinds of animals and their habitats and show a good understanding of food chains.
- In KS2 pupils develop a good understanding of the features of a wide range of materials and of the concept of friction, when experimenting with different kinds of surfaces.
- Pupils in KS2 experiment effectively with different kinds of electrical circuits when changing the strength of electrical insulators. They develop an understanding of how light travels by experimenting on how a periscope work.
- Pupils in KS2 offer appropriate ideas on how to prove the hardness of rocks and how to change the quality of soil; the majority display good prediction and observational skills.
- Across KS2 the majority of pupils' understanding of the concept of a fair test develops well.

Design and technology

Standards are satisfactory in both key stages.

Good features

- Pupils in KS1 show satisfactory planning and making skills when producing moving vehicles and offer appropriate ideas when making sandwiches.

- Across KS1 the majority of pupils' planning skills develops effectively as they focus on creating a pencil pot.
- Across KS2 most pupils develop satisfactory planning and effective making skills when building a movable pneumatic toy.
- Pupils in KS2 have a good awareness of hygiene, when discussing the contents of different food.
- Pupils in KS2 offer appropriate ideas when discussing ideas for creating different structures.

Shortcomings

- The skills of the majority of pupils in both key stages in relation to the steps necessary to produce finished products are insufficiently developed.
- Pupils' skills in evaluating the design and making process effectively are underdeveloped.

Information technology

Standards are good in both key stages.

Good features

- The school has made a special effort to extend provision for information technology by ensuring that teachers' skills and confidence have a positive effect on pupils' attitudes.
- Pupils in KS1 are confident in their use of parts of the computer. They understand how to prepare a computer for use, including loading games and increasing volume on a CD-ROM.
- Pupils in KS1 can handle the keyboard and mouse well. Many can word process independently, using the delete key and space bar, choosing a font and moving objects around the screen.
- Pupils in KS1 use a number of mathematical and language programmes independently and consolidate their concepts of language and number through the use of the computer.
- Pupils in KS2 begin to develop an understanding of how to handle information by making simple graphs.
- In KS2 the use of information technology across subjects is good; pupils, for example, plan a house using a special program that enables them to draw lines, create shapes and use colour.
- A number of pupils in KS2 can create a document, choose font and size and edit text.. They can include graphic work and move it around. They can save and print their work and store it on a personal disk.

- In their work on personal projects, older pupils in KS2 show a range of skills; they include interesting information on the local area downloaded from the web and through the use of digital pictures.
- Pupils in KS2 produce graphs presenting information on their favourite foods.
- Pupils in Y2 to Y6 attend an information technology club in the secondary school where they extend their skills further.
- The school has a very good collection of CD-ROMs and pupils make good use of them to enrich their knowledge and understanding. KS1 and KS2 pupils have access to a website on Mynyddygarreg.

Shortcomings

- Although older pupils know how to use e-mail, which includes an attachment, little use has been made of this facility hitherto.

History

Standards are good in both key stages.

Good features

- On levels appropriate to their age and ability, pupils in both key stages develop a good historical vocabulary.
- KS1 pupils' understanding of chronology develops effectively by identifying events in their own lives. They make good use of a time line to develop their awareness of a number of periods in the history of Wales.
- Stories make a very important contribution to KS1 pupils' awareness of the past. They discuss the story of William Morgan, for example, effectively and show that they are beginning to develop the ability to ask historical questions when discussing pictures of events in his life.
- Pupils in KS1 make effective use of old toys when comparing things that are old and new.
- Pupils in KS1 have a good awareness of the old tin works in the area. They make effective use of information gained from the curator of a local museum to extend their knowledge.
- Pupils in KS1 are aware of the history of inventing electricity and the effect this has had on their lives.
- Pupils in KS2 develop appropriate knowledge on lives in the Tudor period. They show a good understanding of the effect of translating the Bible into Welsh.

- As part of their study of life in the age of Queen Victoria, pupils in KS2 do good investigative work in discovering the effect of the period's inventions and the Industrial Revolution on social life.
- Pupils in KS2 develop a good understanding of the pitiful life of poor children in the past. When studying the experiences of children in the coal mines they present information effectively in imaginative diaries.
- Pupils in KS2 display a very good understanding of reasons for the Second World War and a good awareness of the period's main events. They make a detailed study of the effect of war on a number of elements related to daily life, including the experiences of evacuees, leisure activities and the change in women's lives.
- Older pupils in KS2 produce high standard projects on the effect of the war on local life. The majority display good research and questioning skills, as they discuss experiences with adults.
- Pupils in KS2 make very effective use of adults' experiences, photographs and evidence from log books to discover the history of the school since the last decade of the nineteenth century. They use a time line identifying a number of events noted in log books to extend further their grasp of chronology.
- Across KS2 pupils make effective use of artefacts and skills in role play to extend their understanding of children's experiences in the school's early days.

Shortcomings

- There are no major shortcomings, but insufficient use is made in KS1 in particular of historical artefacts to develop knowledge and understanding.

Geography

Standards are good in both key stages.

Good features

- Pupils in KS1 develop appropriate geographical vocabulary.
- Pupils in KS1 develop good awareness and knowledge of the local area. They are aware of jobs and services that support the community. They present interesting ideas on how to improve aspects of the area, including getting rid of rubbish and creating better amenities for themselves.
- Pupils in KS1 use maps and aerial photographs effectively. They use two figure co-ordinates ably. They make good use of planning skills when devising routes from their homes to school and when creating school maps.
- Pupils in KS1 compare a number of elements of urban and rural life effectively.

- Pupils in KS1 develop a good awareness of their responsibilities towards the environment and make a detailed study of life in the rainforests and the threat to them across the world. They show good skills when recording elements involved with the weather.
- Across KS2 pupils develop a very good understanding of a number of aspects to do with the local area, including physical and human features. They compare the use of land by different people effectively.
- Pupils in KS2 have a good knowledge of places on a map of the local area and of Wales; they use aerial pictures and the eight points of the compass effectively.
- Pupils in KS2 have a good knowledge of Morryston as a contrasting place. They discuss the situation of the area, the landscape and work effectively. They compare a number of elements in their own area, including how people spend their leisure time.
- When developing appropriate knowledge on life in Lesotho, pupils in KS2 show good skills in mapping and in discussing pictures to gain information. They compare an area in Lesotho with their area effectively, focusing on landscape, weather, population and the everyday life of school pupils.
- Across KS2 pupils use different maps effectively. They use the points of the compass effectively when identifying places and features on maps of Wales, Great Britain and the world.
- Pupils' awareness of their responsibility towards the environment develops effectively. They discuss how to improve the local area and have won accolades when offering ideas on how to develop a part of the nearby coastline. They show able fieldwork skills in this context.

Shortcomings

- There are no major shortcomings, but pupils in KS1 do not focus directly on a contrasting area and in KS2 they do not make sufficient use of co-ordinates.

Art

Standards are good in both key stages.

Good features

- Pupils' art work across both key stages is celebrated in the prominence given to their work in rooms, the corridor and the kitchen.
- Pupils' use of art terminology develops well across the school.
- Pupils in KS1 have appropriate opportunities to develop brush techniques, choosing colours and mixing them. They are aware that some colours are vivid and others subdued and that one must choose colour effectively to produce the required effect.

- KS1 pupils' understanding of the importance of line develops well as they identify straight and curved lines. They observe shape in pictures when looking at buildings, including chapels.
- Pupils in KS1 emulate the work of artists from Wales, such as Alison Mercer and Cefin Burgess; they show interest when reading information books about their lives and techniques. They understand how to use colour to portray their feelings and can describe techniques and emulate them.
- Pupils in KS2 develop an understanding and good knowledge of artists from Wales, including John Piper and Ogwyn Davies. They download information on famous artists from the Web.
- Pupils in KS2 give mature reasons for their favourite pictures. They show an awareness of line and shape and the need to work carefully with colours to create perspective. They discuss individual artists' techniques sensibly.
- Pupils in KS2 have opportunities to work with a variety of materials, including working in glass under the instruction of a local artist.
- Pupils in KS2 make effective sketches of buildings; they use a variety of media, including chalk.
- KS2 pupils' printing work is of a good standard. They create paint patterns and mount them on an effective background; they are aware of batik techniques.
- Pupils in KS2 work in a group to create an attractive mural of photographs of themselves taken by digital camera. They print the photographs effectively and sew them together as a piece of patchwork.
- Pupils across KS2 have experiences working with a range of materials such as polystyrene, plastic and perspex.

Shortcomings

- There are no major shortcomings, but pupils only occasionally have experiences in three dimensional work.

Music

Standards are good in both key stages.

Good features

- Pupils across both key stages sing tunefully in whole school sessions and lessons; they know a number of varying songs and hymns. The intonation and rhythm of most is satisfactory. They have opportunities to sing within the community on important occasions; this extends their experiences and confidence.

- Pupils in KS1 keep a steady beat and can emulate simple rhythmic patterns correctly. They respond well to the instructions of a conductor starting and finishing notes according to instructions, increasing and decreasing the sound. They show an awareness of dynamics.
- Pupils in KS1 can name a number of untuned instruments; they handle them well and are aware of the sound they make. They demonstrate care for the instruments and a measure of self-discipline when playing together in a percussion band. They begin to act like musicians.
- In KS1 pupils work well to create a simple composition based on one of their favourite books. They evaluate their performance, offering reasons for the parts they like.
- In KS2 pupils use musical terminology well; they use appropriate vocabulary, for example to describe dynamics. They understand some Italian musical terms and the symbols that represent them.
- Pupils in KS2 show an interest and self-discipline when taking turns in breathing exercises. They can emulate musical patterns showing a good awareness of tune and an understanding of rhythm.
- Pupils in KS2 understand that orchestral instruments belong to different families. Many can identify members of the string and brass families when listening to music.
- Pupils in KS2 have an awareness of a number of classical composers such as Edward Elgar; they can relate facts about them and elements in their compositions. When listening to music at the start of assembly pupils are aware of the importance of music to create an effective atmosphere.
- A number of KS2 pupils play the recorder. They can play a simple melody based on a sequence of notes; tonguing and fingering skills develop well. A number play the trumpet and accompany singing in the morning service effectively.

Shortcomings

- There are no major shortcomings, but even though individual lessons often produce very good standards the provision across the school timetable is inconsistent.

Physical education

Standards are good in both key stages. Indoor athletic lessons only were seen during the inspection.

Good features

- Pupils across both key stages are aware of the need to follow safety rules in lessons. They also dress appropriately for activities.

- In KS1 pupils understand the need to exercise the muscles and to warm up before starting a physical activity. At the start of sessions they respond well to instructions to find space.
- Pupils in KS1 develop good skills of underarm throwing; they aim correctly when throwing a ball at a target.
- Pupils in KS1 respond well to game activities containing team competition; they follow rules well, play fairly and show a measure of self-discipline.
- When exercising the muscles and warming up for lessons, pupils in KS2 are very disciplined when following instructions given by a fellow pupil.
- Pupils in KS2 try hard when taking part in a bean bag activity, which involves passing around an object. They concentrate well and on the whole develop good skills.
- The majority of pupils in KS2 keep on task in team competitions in lessons and are aware of the need to work together.
- Pupils in KS2 take responsibility for equipment and resources during a session and put them away tidily at the end.
- All pupils in the school have opportunities to benefit from swimming lessons in the local pool and are awarded distance certificates.
- Specialists are used to teach ball skills in rugby, football and gymnastics and pupils have experience in dance with a local dance company. Athletics in the summer term provide sports opportunities for all pupils. Boys and girls have equal opportunities in all these activities.

Shortcomings

- There are no major shortcomings, but, because of the small number on roll, pupils do not have experiences in competing against other schools and of adventure activities on a residential course.

Religious education

Standards are good in both key stages.

Good features

- Across both key stages the majority of pupils display a good knowledge and understanding of festivals and Christian celebrations.
- Pupils in KS1 have a good knowledge of the content of Bible stories, including those of the Old and New Testaments. They can sequence the story of Moses, for example, in the correct order and also the events of Holy Week.

- As a result of a visit to a local church, pupils in KS1 display a good awareness of different parts of the church and their significance. As a result, they come to realise about life in a place of worship.
- Pupils in KS1 are very aware of the vicar's responsibilities and the reasons for the different parts of his dress for different occasions.
- In KS1 pupils discuss feelings effectively, including the concept of happiness.
- Pupils in KS1 are aware of the importance of rules in life and how Christians behave. They very effectively present their ideas on how to help different people.
- KS1 pupils' knowledge of other religions develops well as they become aware of Sukkot to the Jews and the Diwali celebration for the Hindu religion.
- The majority of pupils across KS2 show a good understanding of the life and work of Jesus.
- Pupils in KS2 are aware of individual contributions to the Christian faith across the centuries and the responsibilities of Christians in the modern world. They produce a modern version of the story of the Good Samaritan very effectively and write good prayers of thanks.
- Pupils in KS2 have a good knowledge of the history of Holy Week and Easter and they make very effective use of artefacts to extend their understanding of the importance of the Holy Communion to Christians. They respond to the sacrament with respect and sensitivity. They develop a good understanding of features related to a local chapel.
- Pupils in KS2 develop knowledge of Judaism by concentrating on holy days and festivals and they are aware of the importance of the Torah and the Synagogue to Jews.
- KS2 pupils' understanding of the Muslim religion develops through studying the importance of the Mosque and prayer; they have a good knowledge of some features of Muslim life.

Shortcomings

- There are no major shortcomings but pupils' skills in using artefacts in relation to other religions are not sufficiently developed.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Eight key issues were identified in the 1997 inspection report and as a result they became targets in the SDP in 1998. Good progress has been made in all key issues identified, even though aspects of two of them, mathematics and Welsh, still need to be addressed.

1. Raise standards in mathematics

- Help was received from the advisory service and a part-time teacher was employed for a time to raise standards. Progress was seen in pupils' achievement in the national tests and in the shortcomings identified in the last inspection, although pupils are still unsure of some mathematical concepts. Pupils in both key stages now achieve satisfactory standards.
2. **Improve the accuracy of pupils' written work in Welsh in both key stages and in English in KS2.**
 - Response to the aspects of language noted as shortcomings has been positive. Pupils in KS1 now form their letters correctly, vary sentence patterns well and use basic punctuation marks correctly; they achieve good standards. In KS2 priority was given to ensure pupils had a sound knowledge of the language. Difficulties still arise when non-Welsh speaking latecomers join the school in KS2, as the range of linguistic ability of pupils is broad. However, standards are satisfactory. Pupils in KS2 write with understanding for different purposes in English and their work reflects progress made in English in the national tests since 1998.
 3. **Improve standards in writing.**
 - The school has a clear policy for developing handwriting and has adopted a specific scheme and pupils practise regularly. Handwriting is monitored regularly and progress is good.
 4. **Improve the quality of short-term planning, ensuring sufficient attention to the requirements of the National Curriculum Programmes of Study.**
 - The school uses schemes of work based wholly on the NC that places the necessary emphasis on developing skills in individual lessons.
 5. **Ensure that the pace of learning is appropriate and that tasks consistently extend pupils' skills.**
 - Although the pace of a small minority of lessons remains slow, learning across both key stages is now good overall.
 6. **Offer structured play opportunities for pupils under five on a more regular basis.**
 - Although space for the under fives is limited, teachers make a considerable effort to ensure that there are structured play opportunities. Very good use is made of an extra room, as well as appropriate equipment and resources and the support of a nursery assistant to ensure this.
 7. **Implement the proposal to establish a whole-school strategy for monitoring the quality of work and pupils' standards of achievement.**
 - The school has established a monitoring programme which identifies strengths and weaknesses in a range of subjects and aspects of subjects.

8. Implement the assessment policy in full and use the assessment process to inform planning.

- Much work has been done since the last inspection to ensure an effective assessment system which informs planning. The school has a programme of assessing aspects of core subjects regularly and much work has been done in assessment in religious education. Pupils' progress is tracked carefully.

8.2 Key Issues for Action

In order to build on progress made since the last inspection, the school needs to:

1. raise standards further in Welsh in KS2 and mathematics and design and technology in both key stages;
2. develop procedures for self-evaluation and planning for improvement;
3. formulate a long-term SDP which gives a clear direction to the school's future;
4. ensure that the school prospectus and GB's annual report conform with statutory requirements.

Aspects of key issue 1 have been prominent in the SDP since 1998.

The inspection team wish to thank the head, staff, pupils and governors of the school for their welcome and co-operation during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Mynyddygarreg
School type	LEA-supported community school
Age -range of pupils	3-11
Address of school	Mynyddygarreg Kidwelly Carmarthenshire
Post-Code	SA17 4RL
Telephone Number	01554 890506

Headteacher	Margaret Angela Jones
Date of appointment	10 June 1991
Chair of Governors	Heddwyn Jones
Registered Inspector	Eleri Betts
Dates of inspection	19 – 20 June 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	8	3	5	0	4	5	9	34

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0	2

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	17:1
Average class size, excluding nursery and special classes	17
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	100	100	93.2	97.7
Term 2	96.3	94.6	92.6	94.7
Term 3	95.5	94.1	91	94.3

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

National Curriculum Assessment KS 2 Results: 2001	Number of pupils in Y6: 5
As the number of pupils eligible for assessment at the end of Key Stage 2 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	60%	In the school:	60%
In Wales:	68%	In Wales:	68%

D	Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A	Pupils who have failed to register a level because of absence
N	Pupils who have failed to register a level for reasons other than absence
B	Pupils not entered for tests because they are working outside the levels of the tests.
W	Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1
n	tests do not cover these levels.
n/a	not applicable.

D. The Evidence Base of the Inspection

- The school was inspected by a team of three inspectors. The two professional inspectors were at the school for two days, while the lay inspector was there for one day.
- School documentation was scrutinised closely before the inspection.
- Thirty-four lessons or parts of lessons were observed.
- Discussions were held with pupils in the classes, during break times and around the school.
- Formal interviews were held with all members of staff.
- Pupils' written work was closely scrutinised by looking at a sample of books in every subject across all classes.
- Eight parents attended the pre-inspection meeting; 27 questionnaires were returned and 91% of responses were positive.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mrs E Betts	1. The school and its priorities 2. Main findings 5.2 Assessment, recording and reporting 5.3 Curriculum 6.2 Leadership and efficiency 6.3 Staffing, accommodation and learning resources 8.1 Progress since the last inspection 8.2 Key issues for action	Early Years Welsh English Information technology Music Art Physical education
Mr R Thomas	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Mr B Jones	3.1 Standards achieved in subjects and areas of learning 3.2 Standards achieved in key skills across the curriculum 4.1 Pupils' spiritual, moral, social and cultural development 5.1 Teaching 5.4 Support, guidance and pupils welfare 5.5 Provision for pupils with SEN 6.1 Quality of self-evaluation and planning for improvement	Mathematics Science Design and technology Geography History Religious education