

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

**Myrddin C.P. School
Heol Disgwylfa
Carmarthen
SA31 1TE**

School Number: 6692171

Date of Inspection: 06/02/06

by

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Date of Publication: 24/03/06

Under Estyn contract number: 1113605

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

The inspection of Myrddin C.P. School took place between 06/02/06 and 08/02/06. An independent team of inspectors, led by D M Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

“There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.”

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Myrddin County Primary School is located in the town of Carmarthen serving an area that is described as being neither prosperous nor economically disadvantaged. The pupils represent the full range of ability and their attainment levels vary greatly when they are first admitted. The school is maintained by Carmarthenshire Local Education Authority.
- 2 In addition to providing education for the under-fives, Key Stage 1 and Key Stage 2 pupils in its four mainstream classes, its on-site Myrddin and Autistic Units caters for pupils with severe or profound and multiple learning difficulties. Key Stage 3, Key Stage 4 and post -16 students who have severe or profound and multiple learning difficulties are mostly placed at the Whitemill Unit, located some four miles away.
- 3 There are currently 121 pupils between 3 and 19 years of age at the school. They are admitted part-time at the beginning of the term following their third birthday and full time from their second term onwards. Mainstream pupil numbers have fallen somewhat over the years.
- 4 Twenty four per cent of pupils are entitled to receive free school meals – a figure that is considerably higher than county (18%) and national (19%) averages. In addition to the 47 pupils with special educational needs who attend the Units, there are a further 10 within mainstream classes who are on the School Action or Action Plus stages of the Code of Practice for special educational needs pupils. A total of 51 pupils have their needs stated.
- 5 Some 90% of pupils come from homes where English is the main spoken language. In accordance with the language policy of the local education authority, the school is designated as a 'Category B' school, which means that English is the main medium of teaching and learning. The school follows the Welsh Second Language programme of study.
- 6 The headteacher has been in post since September 2005 and there have been a number of other staffing changes since the last inspection which was held in March 2000.

The school's priorities and targets

- 7 The school's priorities and targets for 2005 – 2007 include:
 - The school's requirements in terms of developing its learning resources;
 - Matters relating to the maintenance of the buildings;
 - The provision of a tracking system for the Myrddin and Autistic Units;

Summary

8 The inspection team agreed with the school's judgements in five of the seven Key Questions. A higher grade was awarded for Key Question 4 and a lower grade was awarded for Key Question 6.

9 Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4 How well are learners cared for, guided and supported?	1
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

10 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	57%	15%	---	--

11 Areas of learning for the under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

12 Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Post 16
English	Grade 2	Grade 3	Grade 2	Grade 2	Grade 2
Mathematics	Grade 2	Grade 3	Grade 2	Grade 2	Grade 2

Information technology	Grade 2	Grade 3	Grade 3	Grade 3	Grade 3
Music	Grade 3	Grade 3	Grade 2	Grade 2	Grade 2
Physical education	Grade 3	Grade 3	Grade 2	Grade 2	Grade 2

- 13 Overall, pupils succeed in reaching the targets that are set for them regardless of their ability or social or linguistic background. Pupils with special educational needs in mainstream classes make sound and at times, in the case of those in each of the special units, very good progress, according to their age and ability.
- 14 Whilst the pupils across the stages generally make sound progress in the development of their communication and mathematical key skills across the subjects and areas of learning, listening skills amongst some lower Key Stage 2 mainstream pupils are less well developed. Other than some notable exceptions within the special units, across the school, pupils do not develop and extend their information technology skills with sufficient regularity and in a wide enough range of contexts.
- 15 Key Stage 1 and Key Stage 2 performance on a whole-school basis is usually within the lowest 25% group of schools. However, in order to obtain a clearer picture of how the school performs against other primary schools in Wales, it is appropriate that the information for the mainstream be analysed separately using benchmark information based on the percentage of pupils receiving free school meals. This shows that performance at the end of Key Stage 1 is usually within the upper 25% group of schools. In Key Stage 2, performance is usually within the lower 50% group of schools, but outside the lowest 25% group.
- 16 No Key Stage 3, 4 or post 16 pupils sit end of key stage formal assessments or public examinations.
- 17 The vast majority of mainstream pupils behave well and are respectful and courteous. Standards of behaviour amongst pupils in each of the special units are consistently high.
- 18 Attendance levels over the last three terms average at around 87% and this is well below expectations. There is also a lack of punctuality at the beginning of the school day amongst some individuals.

The quality of education and training

- 19 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	57%	16%	--	--

- 20 Teachers provide good role models and exercise authority with clarity and fairness. The working environment is supportive of all pupils. This, together with the extremely good inter-relationships found at the school, have a positive impact on the attitude of most pupils to their work.
- 21 Whilst reports to parents on pupils' progress are clear and informative, those for pupils in Whitemill, Autistic and Myrddin units do not meet in full the reporting requirements. Parents value both formal and informal meetings held during the school year to discuss their children's progress.
- 22 The school offers a broad, balanced and relevant curriculum to pupils in all stages that meets statutory requirements and is accessible to all.
- 23 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards achieving the Desirable Outcomes for Children's Learning.
- 24 Curriculum planning in the Whitemill, Autistic and Myrddin Units is based on published schemes of work (EQUALS) which provide a clear framework for continuity and progression in learning broken down into small achievable steps. The quality of the schemes of work for mainstream classes is generally good, but some require reviewing to ensure better continuity and progression.
- 25 The school offers a good range of visits both locally and further afield to complement and extend the curriculum. The provision and quality of out of school learning in the Whitemill, Autistic and Myrddin units is an outstanding feature.
- 26 Overall, the school makes good provision for promoting pupils' spiritual, moral, social and cultural development.
- 27 The partnership with parents is good and during the pre-inspection consultation they expressed strong support for the work of the school and satisfaction with the quality of communication. A notably exceptional achievement is the success of parents of pupils in the Units, who have raised funds in conjunction with the community and benefactors to purchase adapted mini-buses that are of great benefit to pupils. These facilities greatly enhance their learning.
- 28 The school has effective links with the community and also other schools within the locality.
- 29 The school is socially inclusive and is active in promoting equality of access and opportunity for all its pupils. Pupils who attend the Units are provided with a good range of opportunities to foster their life skills.
- 30 The school provides outstanding care and guidance to the pupils. This is as apparent in the careful and considerate support for pupils within mainstream classes as well as those attending the Units.

- 31 The school makes good use of professional support services and their advice, guidance and programmes are implemented effectively.
- 32 The school's attendance registers do not distinguish consistently between authorised and unauthorised absences. Currently, there is insufficient rigour in the monitoring of the attendance of all pupils in order to bring about the necessary improvement.
- 33 The school has appropriate policies and procedures for child protection, and these are familiar to all members of staff at the school.
- 34 Provision for pupils with special educational needs include some outstanding features and meets the requirements of the Code of Practice.
- 35 The school ensures that all pupils with special educational needs in mainstream classes receive appropriate targeted support. The pupils at the Units follow a sequential programme of work which is an outstanding example of provision, leading to accredited achievement for those whose additional learning needs are often complex and profound.
- 36 Social inclusion for pupils in Key Stage 4 and for those students who are aged 16 plus is another outstanding feature. They follow a weekly work-experience programme and visit many community-based venues where they are able to use their skills in social and real life situations.

Leadership and management

- 37 The headteacher is new to his post and provides good leadership in the demanding task of managing a mainstream primary school, together with three specialist units across the 3-16 plus range of ages and ability. He has a clear vision and has already made a positive impact on the direction of the school and the promotion of higher standards. He is well supported by senior members of staff.
- 38 Curricular responsibilities are in need of review and this is recognised within the school's self-evaluation report to the inspectors.
- 39 There have been a number of recent changes in the membership of the governing body and the filling of vacancies is causing some difficulty. There is currently no designated governor for special education needs and this needs to be addressed.
- 40 Formal self-evaluation processes have not been sufficiently comprehensive and systematically applied to enable the school to obtain the necessary range of first-hand evidence it requires for accurate planning for improvement.
- 41 The school development plan that is currently in place is recognized as being in need of review. Discussions have already been held on priorities for development and these have been highlighted, with staff members making key contributions to the work. A 'Framework for Development' over a three-year

period has been drafted which is well linked to the issues highlighted within the self-evaluation report presented to inspectors.

- 42 The school has made progress in implementing the key issues identified in the 2000 report. Information technology standards in Key Stage 2 are no longer unsatisfactory and assessment arrangements have improved, with information used to aid planning. However, coordinators' roles are still not sufficiently well developed. Assessment data is published according to the statutory requirements, but the annual governors' report does not fully meet the Welsh Assembly Government's circular 15/01.
- 43 The teaching complement is made up of well-qualified and experienced individuals who have the necessary expertise to effectively teach the wide range of learning needs at the school. However, the Whitemill Unit functions with one teacher less than the recommended pupil: teacher ratio as laid down by the local education authority. This needs to be addressed.
- 44 Classroom support staff work well alongside teachers and this is particularly evident within the Autistic, Myrddin and Whitemill Units.
- 45 The headteacher had recently undertaken an audit of the school's resources, the outcome of which has been to identify shortcomings, both in the mainstream and in each of the Units. Plans are well advanced to deal with the most urgent of these issues, such as the need for a tracking system in the Myrddin and Autistic Units.
- 46 The main building provides appropriate space for teaching and learning, although its general aspect would be improved by redecoration. This has been identified as one of the priorities for action as is the need to attend to some parts of the flooring. It is possible for disabled persons to access the main building, but there are no designated toilet facilities.
- 47 Accommodation in the Myrddin and Autistic Units is suitable for their purpose with adequate space, good quality facilities and state of decoration. While staff have done well to make the best of the Whitemill resource, the general aspect is dismal and space is limited. The lack of an appropriate toilet for the disabled is a serious shortcoming given the needs of some of the pupils. In addition, the lack of gender-segregated toilets for teenage pupils is unacceptable.
- 48 The school's finances are well managed by the headteacher in consultation with the governing body. The significant surplus held over from previous years has already been earmarked against specific headings within the 'Framework for Development' and the school provides value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

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Myrddin CP School, 06/02/06

- R1: continue with the efforts to raise standards by attending to the shortcomings noted under the subject headings of this report;
- R2: systematically apply a comprehensive monitoring programme to better inform the planning for school improvement, together with a review of curricular responsibilities and the further development of curriculum leaders;
- R3: work with the local education authority to ensure that the agreed teacher staffing ratio for the Whitemill Unit is applied and that the shortcomings in the facilities are attended to;
- R4: ensure that the governing body has a designated member for special educational needs;
- R5: work with parents to improve attendance levels;
- R6: meet in full the requirements on reporting pupils' progress to parents, the correct recording of absences on school registers, together with the content of the annual governors' report.

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.

49 The findings of the inspection team match the judgement made by the school in the self-evaluation report.

50 Standards achieved in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	57%	15%	--	--

51 Standards achieved by the under-fives are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

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

53 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved are as follows:

Subjects	Key Stage 1	Key Stage 2
English	Grade 2	Grade 3
Mathematics	Grade 2	Grade 3
Information technology	Grade 2	Grade 3
Music	Grade 3	Grade 3
Physical education	Grade 3	Grade 3

54 In the Key Stage 3, Key Stage 4 and post 16 Myrddin, Whitemill and Autistic Special Units, in the subjects inspected, the standards achieved are as follows:

Subject	Key Stage 3	Key Stage 4	Post 16
English	Grade 2	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2	Grade 2
Information technology	Grade 3	Grade 3	Grade 3
Music	Grade 2	Grade 2	Grade 2
Physical education	Grade 2	Grade 2	Grade 2

- 55 Overall, pupils succeed in reaching the targets that are set for them regardless of their ability or social or linguistic background. Pupils with special educational needs in mainstream classes make sound and at times, in the case of those in each of the special units, very good progress, according to their age and ability.
- 56 Whilst the pupils across the stages generally make sound progress in the development of their communication and mathematical key skills across the subjects and areas of learning, listening skills amongst some lower Key Stage 2 mainstream pupils are less well developed. Other than some notable exceptions within the special units, across the school, pupils do not develop and extend their information technology skills with sufficient regularity and in a wide enough range of contexts.
- 57 The bilingual competence of pupils is developing well. Most mainstream pupils show good attitudes towards the Welsh Language and respond well to its regular use by teachers across the curriculum. Some more able pupils within the special units whose first language is Welsh show outstanding progress in the development in their dual literacy skills.
- 58 In Key Stage 1 in 2005, according to teacher assessments, 46% of pupils attained level 2 or above in the core subjects of English, mathematics and science at the end of the key stage. In 2004 the figure was 50% (Wales 80%; Carmarthenshire 76%) and in 2003 it was 92% (Wales 79%; Carmarthenshire 78%). Whole-school results for 2005 were considerably lower than county and national averages (2004) in each of the core subject areas. Over time, there are no obvious patterns of difference in the performance of boys and girls.
- 59 In Key Stage 2 in 2005, according to teacher assessments, 40% of pupils at the school attained level 4 or above in the core subjects. In 2004 the figure was 38.5% (Wales 72%; Carmarthenshire 74%) and in 2003 it was 52.4% (Wales 71%; Carmarthenshire 69%). As in Key Stage 1, the whole-school results for 2005 were considerably lower than county and national averages (2004) in all core subjects. Again there no obvious patterns of difference in the performance of boys and girls in this key stage either.
- 60 Key Stage 1 and Key Stage 2 performance on a whole-school basis is usually within the lowest 25% group of schools. However, in order to obtain a clearer picture of how the school performs against other primary schools in Wales, it is appropriate that the information for the mainstream be analysed separately over the same three-year period using benchmark information based on the percentage of pupils receiving free school meals. This shows that performance at the end of Key Stage 1 is usually within the upper 25% group of schools. In Key Stage 2, performance is usually within the lower 50% group of schools, but outside the lowest 25%. Both whole-school and mainstream performance information for 2005 can be found within the appendices of this report.
- 61 No Key Stage 3, 4 or post 16 pupils sit end of key stage formal assessments or public examinations.

- 62 Most mainstream pupils make good progress in acquiring new knowledge and skills, working to the best of their ability. They understand what they are doing and what is required to improve their work. Pupils within the special units fulfil their potential well.
- 63 Taken overall, pupils make good progress in the development of their personal, social and learning skills.
- 64 The vast majority of mainstream pupils behave well and are respectful and courteous. They are quite well motivated, work productively and are able to concentrate for extended periods, exhibiting good levels of self-discipline. Some younger Key Stage 2 pupils have difficulty in conforming and show a lack of commitment to their work. This affects the progress that is made. Standards of behaviour amongst pupils in each of the special units are consistently high.
- 65 Pupils of all ages make good progress in their creative skills. Some aspects of art and design technology work across the whole school are quite impressive.
- 66 Attendance levels over the last three terms average at around 87% and this is well below expectations. There is also a lack of punctuality at the beginning of the school day amongst some individuals.
- 67 Most pupils across the stages, including some within each of the special units, show good levels of independence whilst working. They organize their work, solve problems without assistance and make decisions for themselves.
- 68 Mainstream pupils have a good understanding of issues relating to equal opportunities and recognise and respect the diversity of beliefs, attitudes and cultural and social traditions. They have a developing understanding of the world of work and take part in local community activities.
- 69 Pupils within each of the special units participate in a rich and varied range of activities outside the classroom. They are particularly well known around the town of Carmarthen and take full advantage of local amenities and what the community has to offer. Older, more able Whitemill pupils benefit from a long established record of participating in work experience programmes that help them to develop their life-long learning skills. These are outstanding features.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 70 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 71 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	57%	16%	--	--

- 72 Teachers provide good role models and exercise authority with clarity and fairness. The working environment is supportive of all pupils. This, together with the extremely good inter-relationships found at the school, have a positive impact on the attitude of most pupils to their work. During the inspection, the majority of the lessons with outstanding features were observed in the Whitemill, Autistic and Myrddin units.
- 73 The outstanding features in the teaching include:
- the consistently effective and flexible way teaching meets the pupils' individual needs through differentiated activities linked with individual care and educational plans, curriculum planning and previous practical learning experiences;
 - interesting activities that stimulate and challenge pupils to achieve their best; and
 - lively presentations linked with highly effective use of resources.
- 74 The good features include:
- promoting independent learning; involving pupils in decision making and solving problems;
 - brisk pace to teaching ensuring good progress and motivation;
 - clear learning objectives and effective links with prior learning; and
 - high level of pupil involvement in hands on activities.
- 75 Shortcomings in the teaching include:
- over-dependence on worksheets;
 - insufficient flow and pace ; and
 - activities that are not sufficiently challenging.
- 76 Teachers provide a happy, purposeful and stimulating learning environment that facilitates effective teaching and learning. They have an in-depth knowledge of their pupils' individual needs and provide appropriate support to maximise achievement.
- 77 The teachers ensure that each pupil, regardless of race, gender or ability, is considered equal and respected as an individual. Their individual linguistic needs are given a high priority.
- 78 The overall quality for the assessment, recording and reporting of pupils' achievement and progress is good.
- 79 Procedures are systematic, easily managed and effective. Teachers monitor and review the progress made by individual pupils on a regular basis.
- 80 The programme of standardised tests administered by the school follows the local education authority's guidelines and results are analysed in order to

identify areas for improvement. The school has developed effective procedures to track the progress of individual pupils.

- 81 Marking of pupils' work is conscientious and, in best practice includes comments that explain how pupils can improve their work.
- 82 Mainstream pupils play a part in setting specific targets for certain subject areas. The school is actively developing the process of encouraging pupils to evaluate their work in order to promote their self-assessment skills.
- 83 Whilst reports to parents on pupils' progress are clear and informative, those for pupils in Whitemill, Autistic and Myrddin units do not meet in full the reporting requirements. Parents value both formal and informal meetings held during the school year to discuss their children's progress.

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

Grade 3: Good features outweigh shortcomings

- 84 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 85 The school offers a broad, balanced and relevant curriculum to pupils in all stages that meets statutory requirements and is accessible to all.
- 86 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards achieving the Desirable Outcomes for Children's Learning.
- 87 Curriculum planning in the Whitemill, Autistic and Myrddin Units is based on published schemes of work (EQUALS) which provide a clear framework for continuity and progression in learning broken down into small achievable steps. The quality of the schemes of work for mainstream classes is generally good, but some require reviewing to ensure better continuity and progression.
- 88 There are good arrangements in place to provide the additional learning support required for pupils in Whitemill, the Autistic Unit and Myrddin Units. Pupils for whom English is an additional language are also given good support by a visiting teacher.
- 89 On the whole, provision for securing the development of pupils' key skills is generally sound, but information technology skills are not developed with enough consistency across the curriculum.
- 90 The school offers a good range of visits both locally and further afield to complement and extend the curriculum. The provision and quality of out of school learning in the Whitemill, Autistic and Myrddin units is an outstanding feature. Pupils are integrated with mainstream pupils for activities such as their series of visits to Brechfa Forest School.

- 91 Overall, the school makes good provision for promoting pupils' spiritual, moral, social and cultural development.
- 92 The whole-school sessions of collective worship effectively promote pupils' spiritual and moral development. They are allowed time to reflect quietly on messages conveyed in assemblies and services are enhanced by regular visits from a local minister.
- 93 Pupils' awareness, understanding and appreciation of their own and others' culture are promoted through various curriculum areas. Whilst the requirements for the 'Cwricwlwm Cymreig' are also met, there is room to further develop these aspects of pupils' learning.
- 94 The partnership with parents is good and during the pre-inspection consultation they expressed strong support for the work of the school and satisfaction with the quality of communication. Parents are generally well informed and they contribute well to the school by supporting events and raising funds. A notably exceptional achievement is the success of parents of pupils in the Units, who have raised funds in conjunction with the community and benefactors to purchase adapted mini-buses that are of great benefit to pupils. These facilities greatly enhance their learning.
- 95 The school has effective links with the community and also other schools within the locality. There is a formal partnership with a teacher training college and the school regularly receives student placements that benefit both staff and pupils. There are similarly good links with a further education college and childcare students undertake work experience at the school.
- 96 Overall, the provision for pupils' personal and social education is good. Pupils through the School Council appreciate the opportunities they receive to influence issues that affect their daily lives at school.
- 97 Opportunities for mainstream pupils to raise their awareness of the world of work are limited and are not planned uniformly enough.
- 98 Provision for the development of pupils' bilingual skills is good. Opportunities to experience the Welsh language are integrated into a variety of activities across all stages as well as Post-16 level.
- 99 The school is socially inclusive and is active in promoting equality of access and opportunity for all its pupils.
- 100 Pupils have a growing awareness of issues relating to sustainable development and these are dealt with within the curriculum and the school's personal and social education programme. It is due shortly to receive the Eco-schools award. Provision to promote pupils' awareness of global citizenship is not addressed in sufficient detail within the mainstream classes.
- 101 Older mainstream pupils' learning experiences include opportunities for problem solving and decision-making through their involvement in a fruit stall,

but currently not enough is being done to promote the development of their entrepreneurial skills.

- 102 Pupils who attend the Units are provided with a good range of opportunities to foster their life skills.

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

Grade 1: Good with outstanding features

- 103 The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 2 for this key question. In reaching its judgement the school did not emphasise sufficiently the outstanding features in the quality of care and support it provides to its pupils.
- 104 The school provides outstanding care and guidance to the pupils. This is apparent in the careful and considerate support for pupils within mainstream classes as well as for those attending the Units.
- 105 Well-planned and outstandingly supportive strategies reflect well upon the school's documented aims of supporting its pupils within the Units towards the development of self-help, care and social competence, as well as a more independent life, through effective inclusion within the locality.
- 106 The school has an effective programme of induction, which helps new pupils to settle in comfortably to their new school and ensures that all new parents receive the school's informative starter pack which is particularly useful for Unit pupils.
- 107 The school ensures that older pupils in the Units receive suitable advice and guidance on appropriate options and relevant courses.
- 108 Pupils, including those at the Units, show confidence when asking for support and guidance from the staff that know them well. The school ensures that all pupils receive access to an inclusive programme of personal and social education through planned provision within the school's curriculum.
- 109 The school makes good use of professional support services and their advice, guidance and programmes are implemented effectively.
- 110 Expectations for behaviour are promoted well. In general pupils are confident that they can speak to members of staff about any concerns about bullying or discriminatory behaviour and expect positive results.
- 111 The school's attendance registers do not distinguish consistently between authorised and unauthorised absences. Currently, there is insufficient rigour in the monitoring of the attendance of all pupils in order to bring about the necessary improvement.

- 112 The school has established clear arrangements to secure pupils' well being and health and safety, and these are well documented within the school's health and safety policy.
- 113 The school has appropriate policies and procedures for child protection, and these are familiar to all members of staff at the school.
- 114 Provision for pupils with special educational needs include some outstanding features and meets the requirements of the Code of Practice.
- 115 The school ensures that all pupils with special educational needs in mainstream classes receive appropriate targeted support. Their Individual Education Plans are of good quality and the pupils, parents and support staff, as well as the teachers are aware of the targets that are set.
- 116 The pupils at the Units follow a sequential programme of work which is an outstanding example of provision, leading to accredited achievement for those whose additional learning needs are often complex and profound.
- 117 Social inclusion for pupils in Key Stage 4 and for those who students who are aged 16 plus is another outstanding feature. They follow a weekly work-experience programme and visit many community-based venue where they are able to use their skills in social and real life situations.
- 118 The equal opportunities policy is effectively implemented and ensures that all pupils, irrespective of gender, disability, race and need, have full access to all aspects of the school life. The school's Accessibility Plan ensures that disabled pupils do not suffer from being treated less favourably.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 119 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 120 The headteacher is new to his post and provides good leadership in the demanding task of managing a mainstream primary school, together with three specialist units across the 3-16 plus range of ages and ability. He has a clear vision and has already made a positive impact on the direction of the school and the promotion of higher standards. He is well supported by senior members of staff. Equality for all is promoted and staff, including a significant number of support assistants, are encouraged to contribute actively to the life and work of the school.
- 121 Some policy statements have been modified or completely revised fairly recently. Whilst the work is incomplete, the school recognises the need for policy review to feature more prominently within the monitoring programme.

- 122 There are good arrangements in place for holding whole-school and departmental staff meetings. Detailed minutes are kept.
- 123 Curricular responsibilities are in need of review and this is recognised within the school's self-evaluation report to the inspectors.
- 124 Both qualitative and end of key stage (1 and 2) quantitative targets are set. These are usually realistic and reflect teachers' knowledge of their pupils.
- 125 The school is aware of Welsh Assembly Government priorities. It has gained the Basic Skills Agency Quality Mark for the second time and good attention is paid to initiatives such as Eco Schools.
- 126 Performance Management procedures are in place and whilst the objectives set promote the continuous professional development of staff it is recognized that the arrangements will need to better reflect the developing needs of the school itself.
- 127 There are arrangements in place to satisfy teachers' workload requirements and these are effective.
- 128 There have been a number of recent changes in the membership of the governing body and the filling of vacancies is causing some difficulty. Governors are highly supportive; they are becoming increasingly familiar with their responsibilities, and have a growing awareness of the school's performance. However, there is room to further develop their role by being more actively involved in helping set the strategic direction of the school. There is currently no designated governor for special education needs and this needs to be addressed.
- 129 The school operates within the requirements for teaching time, but there are some shortcomings in the content of the annual report of the governing body.

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

Grade 3: Good features outweigh shortcomings

- 130 The findings of the inspection team differ from the school's self-evaluation to the extent that the school awarded Grade 2 for this key question. In making its own judgement, the school did not give sufficient consideration to the shortcomings in its monitoring arrangements and planning for improvement.
- 131 Formal self-evaluation processes were introduced some years ago and the school is now at the end of a nine-term programme of monitoring. However, procedures have not been sufficiently comprehensive and systematically applied to enable the school to obtain the necessary range of first-hand evidence it requires for accurate planning for improvement. To help achieve this it is appropriate to review the arrangements, including those for

coordinating the curriculum itself. This is recognised within the self-evaluation report provided to the inspection team.

- 132 Effective use is made of school data in relation to National Curriculum assessments in order to compare its performance with local and national benchmarks.
- 133 The new headteacher has arranged a survey to gather the views of all staff, parents and pupils. This has been comprehensively undertaken and analysed effectively to provide an important input into future planning.
- 134 Overall, the quality of the self-evaluation report submitted to the inspection team is good. It presents a sound assessment of the school's strengths and identifies most of those areas that require further attention.
- 135 The school development plan that is currently in place is recognized as being in need of review. Discussions have already been held on priorities for development and these have been highlighted, with staff members making key contributions to the work. A 'Framework for Development' over a three-year period has been drafted which is well linked to the issues highlighted within the self-evaluation report presented to inspectors. More detail, including success criteria, the allocation of responsibilities etc needs to be included for the most immediate priorities, but the document provides a sound base for development planning.
- 136 The inspection team matched the school's judgements in five of the seven Key Questions. A lower grade was awarded for Key Question 6 and a higher grade for Key Question 4.
- 137 The school has made progress in implementing the key issues identified in the 2000 report. Information technology standards in Key Stage 2 are no longer unsatisfactory and assessment arrangements have improved, with information used to aid planning. However, coordinators' roles are still not sufficiently well developed. Assessment data is published according to the statutory requirements, but the annual governors' report does not fully meet the Welsh Assembly Government's circular 15/01.

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

Grade 3: Good features outweigh shortcomings

- 138 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 139 The teaching complement is made up of well-qualified and experienced individuals who have the necessary expertise to effectively teach the wide range of learning needs at the school. However, the Whitemill Unit functions with one teacher less than the recommended pupil: teacher ratio as laid down by the local education authority. This needs to be addressed.

- 140 The arrangements that are in place whereby mainstream teachers are deployed to teach within the Units are effective and make good use of expertise. There is regular exchange of classes and team teaching within the Units.
- 141 Classroom support staff work well alongside teachers and this is particularly evident within the Autistic, Myrddin and Whitemill Units. The Units also have access to a good range of specialist support services.
- 142 Mainstream teachers take good advantage of locally based in-service training courses to update their skills. However, those teachers whose expertise lie in special educational needs are at times experiencing difficulty in accessing suitable courses for their professional development.
- 143 The headteacher had recently undertaken an audit of the school's resources, the outcome of which has been to identify shortcomings, both in the mainstream and in each of the Units. Plans are well advanced to deal with the most urgent of these issues, such as the need for a tracking system in the Myrddin and Autistic Units, together with language and music resources for the mainstream classes. There is a shortage of large play equipment for the under-fives in mainstream and computer hardware in both the mainstream and Whitemill Unit is dated. There are not enough interactive whiteboards across the school as a whole.
- 144 Whilst the two units based on the main campus have access to a good range of specialist equipment, Whitemill Unit does not have the same level of provision. However, despite the constraints, staff ensure that pupils have access to offsite leisure facilities for swimming and their general physical development, together with the use of the hydrotherapy pool at Glangwili hospital.
- 145 The main building provides appropriate space for teaching and learning, although its general aspect would be improved by redecoration. This has been identified as one of the priorities for action as is the need to attend to some parts of the flooring.
- 146 Disabled persons can access the main building via the classroom for the under-fives, but there are no designated toilet facilities.
- 147 Accommodation in the Myrddin and Autistic Units is suitable for their purpose with adequate space, good quality facilities and state of decoration. The Whitemill Unit is situated some miles away from the main campus and not ideally situated for its management. While staff has done well to make the best of the resource, the general aspect is dismal and space is limited. The lack of an appropriate toilet for the disabled is a serious shortcoming given the needs of some of the pupils. In addition, the lack of gender-segregated toilets for teenage pupils is unacceptable.
- 148 The school's finances are well managed by the headteacher in consultation with the governing body. The significant surplus held over from previous years

has already been earmarked against specific headings within the 'Framework for Development' referred to earlier in this report and the school provides value for money.

Standards achieved in subjects and areas of learning

Under-fives

Grade 2: Good features and no important shortcomings

149 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards achieving the Desirable Outcomes for Children's Learning. All the under-fives, including the children in the Autistic and Myrddin units are keen learners and respond to challenging and exciting activities with great excitement. The support staff play a pivotal role in helping the teachers provide a wealth of rich learning experiences.

Language, Literacy and Communication Skills

Grade 2: Good features and no important shortcomings

Good features

150 The children's listening skills are well developed. They listen attentively to adults and to their peers. They enjoy listening to older pupils reading their favourite storybooks. They respond well to adults' questions and are starting to ask pertinent questions. The children speak clearly and are confident when responding to a question, during role play activities and when contributing to discussions. When handling books they show enjoyment and start to identify the sounds represented by the written letters. Older children succeed in recognising familiar words and use their phonic knowledge to read unfamiliar words. They can recall and sequence a familiar story. The children's basic writing skills are developing well and enjoy creating invitations to Noisy Nick's party.

Shortcomings

151 There are no important shortcomings

Personal and Social Development

Grade 1: Good with outstanding features

Outstanding features

152 The children's behaviour and their level of self-control are outstanding features.

Good features

153 The children's ability to take turns and share is developing well. They concentrate well on given tasks. They are confident to socialise in small

groups and as a whole class. They respond well when asked to communicate and share their views on various activities. They are aware of the importance of personal hygiene. The level of care they show for others is good and examples were observed of children initiating support and help for their peers. They understand the reasons why it is important to take good care of animals and refer specifically to their work on cats. Children make a good start to learning Welsh and respond enthusiastically and accurately to simple questions.

Shortcomings

154 There are no important shortcomings

Mathematical Development

Grade 2: Good features and no important shortcomings

Good features

155 The children enjoy learning simple number rhymes and counting games. They can sort, match, count familiar objects and recognise simple numbers. When making a necklace to wear in Noisy Nick's party they can create and follow simple patterns according to colour, shape and size. They identify and describe features relating to a range of two-dimensional shapes with confidence. Children are developing a good understanding of mathematical vocabulary, such as long/short, big/small, more/less, full/empty, through practical, meaningful activities. They understand the purpose of money and use simple coinage when playing in the hardware shop.

Shortcomings

156 There are no important shortcomings

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

Good features

157 Children explore and recognise features in their environment. Following their walk around the locality they can talk about the type and purpose of the buildings. They know that different materials have different strengths and can recognise the materials used in building the three little pigs' houses. They can refer to the Chinese New Year and describe in detail their experiences in preparing and tasting Chinese food. They use the mouse with increasing confidence to complete a number of tasks such as to create a picture and drag objects on a screen. Following their visit to Bronwydd Station they understand that trains used in the past differ from those used today.

Shortcomings

158 There are no important shortcomings

Physical Development

Grade 2: Good with no important shortcomings

Good features

159 Children show a good awareness of space in the school hall and when riding and steering bikes around the outdoor play area. They are able to pull, push and steer with increasing control as they play on moveable toys. They are aware of the difference between, running, walking, hopping and skipping and move from one movement to another without any difficulty. The children handle small tools, such as paintbrushes, crayons and scissors with increasing dexterity.

Shortcomings

160 The lack of large pieces of play equipment in the mainstream class limits the children's development in areas such as climbing and sliding.

Creative development

Grade 2: Good with no important shortcomings

Good features

161 Children achieve good standards in their creative development. They enjoy their role-play activities and participate in good quality collaborative and imaginative play. They identify loud and quiet sounds in their music making and can name familiar instruments. The children follow simple prompt cards and use a variety of drums and beaters to play loudly and quietly. They sing in tune and with enthusiasm and their repertoire include a good range of songs and rhymes in English and Welsh. Children enjoy working with a variety of colours and materials to produce a wide range of pictures and models.

Shortcomings

162 There are no important shortcomings

English

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Key Stage 3: Grade 2: Good features and no important shortcomings

Key Stage 4: Grade 2: Good features and no important shortcomings

Post - 16: Grade 2: Good features and no important shortcomings

Good features

163 In Key Stage 1, mainstream pupils' listening skills are well developed. They show enthusiasm and speak with confidence. They readily participate in class discussions and role-play situations. During their activities in the 'estate agent's office', pupils demonstrate their awareness of the need for more formal vocabulary and tone of voice.

- 164 Pupils read with increasing fluency and are able to answer questions relating to the characteristics and content of their books. They can differentiate between fiction and non-fiction.
- 165 Pupils' writing skills are good. They can sequence instructions, record their opinions and compose a letter of thanks. They write imaginatively in response to a piece of music and understand how adjectives help create effect. They have a sound knowledge of the basic forms of punctuation.
- 166 In Key Stage 2, most mainstream pupils listen attentively and express themselves confidently and clearly. They read with appropriate fluency, expression and accuracy. Their comprehension skills are well developed.
- 167 Pupils undertake an appropriate range of writing for different purposes. These include adverts, class rules, book reports and various forms of poetry. In the best examples, which are found in upper Key Stage 2, pupils write interesting pieces and give due attention to the required structure and accuracy.
- 168 Key Stage 1 and 2 pupils in the Myrddin and Autistic Units listen attentively and respond appropriately to requests. They read names of animals correctly on given flash cards and can name the days of the week accurately and in the correct sequence. They read flash cards of words describing the weather and identify the first letter of given words correctly, sounding out the letters clearly.
- 169 Key Stage 3 pupils develop good listening skills and respond well to instructions. They speak confidently in response to questions and contribute eagerly to discussions. They read their own work accurately.
- 170 Pupils with more severe difficulties develop their writing skills through tracing carefully over printed writing.
- 171 In Key Stage 4 the more able pupils speak clearly, with confidence and initiate discussions and conversations. Some pupils write a paragraph of news, using capital letters and full stops when needed. They read their work and show understanding of what they have written. Many pupils write clearly and legibly. Those with profound and multiple learning difficulties maintain eye contact with the speaker and smile showing understanding and response to verbal communication.
- 172 Post 16 students listen attentively and respond appropriately to requests. They speak confidently in response to questions, initiate conversations and contribute eagerly to discussions.
- 173 Some read their work and show understanding through writing briefly, using relevant phrases and words. Students with profound and multiple learning difficulties communicate effectively through small appropriate body movements.

Shortcomings

- 174 A significant number of pupils in mainstream Key Stage 2 do not spend enough time developing their knowledge of punctuation, grammar and spelling through techniques such as planning, drafting and re-drafting.
- 175 Their handwriting skills lack consistency and fluency.
- 176 Some younger mainstream Key Stage 2 pupils lack the ability to listen well for any reasonably length of time.

Mathematics

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Key Stage 3: Grade 2: Good features and no important shortcomings

Key Stage 4: Grade 2: Good features and no important shortcomings

Post -16: Grade 2: Good features and no important shortcomings

Good features

- 177 In Key Stage 1, mainstream pupils' mathematical vocabulary is developing well. They have a good awareness of number patterns and their understanding of place value is developing. They come to be able to add and subtract numbers correctly. They recognise all the common pieces of coinage, realise their value and use their understanding well to undertake practical classroom activities to consolidate their learning. Most can to record their work accurately.
- 178 They know a good range of two-dimensional shapes, together with some of their properties. They correctly collect data on different ways of getting to school and transfer it into simple graphs.
- 179 Overall, in Key Stage 2, mainstream pupils make progress in their understanding of number. Older pupils come to be able to handle fairly large numbers accurately and have a sound understanding of place value and negative numbers.
- 180 By the end of the key stage, pupils are able to accurately estimate, measure and name different types of angles, and can recognise the geometrical features and properties of a range of shapes. They are able to correctly interpret the information on a 24-hour timetable and calculate area accurately.
- 181 They have a good developing understanding of and using probability.
- 182 Evidence was seen that pupils accurately collect, present and interpret some simple data for various purposes.
- 183 Key Stage 1 and 2 pupils in the Myrddin and Autistic Units, in line with their ability, make very good progress in the development of their mathematical skills. For example pupils within the Autistic Unit enjoy participating in number rhyme songs such as 'Five Little Ducks'; they recognise their number cards

then put them into their correct bags. Pupils in the Myrddin Unit are able to concentrate well for short spells. They recognise colours and their ability to name and match basic shapes such as triangle, square, circle and rectangle is impressive.

- 184 Many pupils in Key Stage 3 recognise coins and count accurately up to 99p. The more able pupils can add money to 49p. Some pupils are beginning to use vocabulary related to money in its correct context. They learn to subtract numbers containing two single numbers.
- 185 In Key Stage 4, pupils recognise and write numbers up to ten and recognise coins and count money up to 10p. Some pupils learn to subtract numbers containing tens and units accurately. The more able pupils add hundreds, tens and units in a vertical line and understand the place value of each digit. They use money up to £1 with confidence and can tell the time accurately.
- 186 Post 16 students understand special directions such as left, right, and follow given instructions correctly. Most are able to use money up to £1 with confidence and tell the time fairly accurately. Some students apply their mathematical skills within the community, for example, using simple timetables to discover starting and finishing times of given events.

Shortcomings

- 187 Younger Key Stage 2 mainstream pupils' have an uncertain grasp of number bonds and multiplication table facts.
- 188 Their ability to use units of length, mass and capacity in practical situations is not sufficiently well developed.

Information technology

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Key Stage 3: Grade 3: Good features outweigh shortcomings

Key Stage 4: Grade 3: Good features outweigh shortcomings

Post -16: Grade 3: Good features outweigh shortcomings

Good features

- 189 Key Stage 1 mainstream pupils use the computer effectively to present their written work as in describing their own homes and letters of thanks to local fire fighters. They make particularly good use of art programmes to produce interesting colour pictures that are related to their studies. They produce graphs effectively to record the data they have collected on different house types.
- 190 Pre-logo work is developing well and they use the mouse confidently to guide them through the menu on multimedia packages designed to reinforce their learning.

- 191 In Key Stage 2, older mainstream pupils in particular make good use of their basic skills for word processing purposes. They produce a range of good quality work.
- 192 They make effective use of the Internet to research matters such as the proposals for a by pass to the town of Carmarthen, and for finding out facts related to their studies of other countries and religious faiths.
- 193 Data handling packages are also used to good effect.
- 194 In each of the Units most pupils respond well to stimuli produced by information and communications technology equipment.
- 195 Key Stage 1 and 2 pupils in the Myrddin and Autistic Units enjoy using multimedia packages to reinforce their learning in mathematics and language. The more able are particularly adept at using their mouse control skills while others make effective use of touch windows and switches. They are capable of concentrating for extended periods and are prepared to take their turn to operate a programme.
- 196 Key Stage 3 and 4 pupils learn to use their word processing skills to write their names and short accounts of classroom activities.
- 197 Post 16 students use information and communications technology equipment safely and with increasing confidence. Individuals show a good degree of independence using word processors and multimedia packages.

Shortcomings

- 198 Key Stage 2 mainstream pupils' skills across the full range of information technology strands, in particular modelling and data handling, have not been sufficiently well developed.
- 199 Pupils within the Units are not making sufficient use of computer graphics and art packages to develop their skills.

Music

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Key Stage 3: Grade 2: Good features and no important shortcomings

Key Stage 4: Grade 2: Good features and no important shortcomings

Post - 16: Grade 2: Good features and no important shortcomings

Good features

- 200 In Key Stages 1 and 2, mainstream pupils can sing a range of both Welsh and English songs. They pay attention to dynamics, diction and phrasing and enjoy performing and confidently convey the mood of a song. Older pupils sing more demanding unison songs with increasing competence.

- 201 In Key Stage 1, mainstream pupils can differentiate between high/low and loud/quiet sounds. They can identify and classify a wide range of tuned and untuned percussion instruments and explain the different sounds that can be created from each instrument. Pupils follow prompt cards and respond appropriately to instructions from the conductor.
- 202 In Key Stage 2, mainstream pupils compose and perform a creative sound story based on the topic 'Fireworks'. They can memorise and recall musical patterns as well as composing and performing a group piece. They have a sound knowledge of rhythm and pitch. Older pupils in the key stage write lyrics to a melody within a given structure. Using a range of tuned instruments they perform their compositions with confidence.
- 203 Key Stage 1 and Key Stage 2 pupils in the Autistic and Myrddin Units, gain enjoyment from their daily involvement with musical activities. They can perform a wide repertoire of songs in both English and Welsh. They perform confidently, and are able to recall the words and can sing in tune. Pupils demonstrate their ability to sing loudly and softly. They sing and respond enthusiastically to a range of suitable action songs. They communicate meaning using words, signs, gestures and movement.
- 204 Key Stage 3 pupils use their body parts to express rhythmic patterns. They are confident in using percussion instruments such as tuned bells and cymbals, and follow directions using a colour chart.
- 205 Key Stage 4 pupils use appropriate gestures when conducting a small group and use instruments confidently to play along with familiar songs. They enjoy playing drums and do so confidently in public performances. They learn to use hand signals effectively to communicate identification of loud or soft noises.
- 206 In both Key Stage 3 and 4, pupils sing a broad range of songs and carols within the community at Christmas time. They learn and remember the songs well and are confident when singing in front of an audience.
- 207 Post 16 students use a microphone effectively to make sounds on different parts of their bodies and indicate and express identified differences between loud and soft sounds.

Shortcomings

- 208 In both Key Stage 1 and 2, mainstream pupils' composition and evaluation skills have not been fully developed. Their knowledge and use of the musical elements is limited.
- 209 Pupils' use of computer software to compose music is underdeveloped.

Physical education

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Key Stage 3: Grade 2: Good features and no important shortcomings

Key Stage 4: Grade 2: Good features and no important shortcomings
Post - 16 Grade 2: Good features and no important shortcomings

Outstanding features

210 The most able pupils in the Myrddin Unit respond outstandingly well to the directions of their teacher during physical education activities. Their ability to recognise areas for their own and others' improvement is also outstanding.

Good features

211 Key Stage 1 mainstream pupils respond well to the commands by the teacher using a tambourine. They show quite good control of their bodies as they move in a variety of ways around the floor area. They work effectively in pairs and have quite a good recall of the steps they have learned for a Welsh folk dance.

212 In Key Stage 2, older mainstream pupils show a good awareness of the need for warm up activities and the effect they have on the body. They use space effectively and demonstrate a good range of creative body shapes using the correct terminology. They hold their shapes quite well and use apparatus safely and effectively.

213 Key Stage 1 and Key Stage 2 pupils in the Myrddin and Autistic Units participate in a good range of activities. Those with physical therapy needs receive hydrotherapy and physiotherapy to encourage movement and physical exercise. Pupils observed in the hydrotherapy pool are making good progress.

214 The most able learn to vary their movements according to the command of their teacher as they move across the floor avoiding the 'snakes'. They demonstrate good spatial awareness and cooperative skills. They copy each other when directed and can put together a series of movements effectively as they move across and around various pieces of apparatus. They work energetically and are very well motivated.

215 In Key Stages 3 and 4, pupils gain swimming certificates for their achievements in swimming 20 metres. They are able to balance a beanbag while walking between obstacles and climb frames confidently and safely at a local adventure playground.

216 Pupils enjoy participating in ten pin bowling and taking part in a sponsored walk within the community.

217 Post 16 students also gain certificates for their achievements in swimming and participate in sponsored walks. They learn to take part responsibly in team and individual games such as football, netball and ten-pin bowling.

Shortcomings

218 With the exception of older Key Stage 2 pupils, those in mainstream do not work sufficiently energetically throughout their lessons. Their movements are not sufficiently well linked and techniques are under developed.

219 Some younger Key Stage 2 mainstream pupils show a lack of focus and interest in improving their work.

School's response to the inspection

The Staff and Governing Body of Myrddin C.P. School welcome this report and are very pleased that the inspection findings acknowledge our strengths. In particular that the school provides outstanding care and guidance to pupils in mainstream classes as well as those pupils attending the units.

The inspection noted that the quality of teaching was good, and that teachers feel their hard work has been recognised. We are very pleased that the significant contribution of the support staff is acknowledged.

The report identified that the provision for pupils with special educational needs is very good with some outstanding features.

We feel the report will support our efforts to secure improvement. What is reassuring is that issues that appear as recommendations, to apply a comprehensive monitoring programme, and to further develop the role of the curriculum co-ordinator, we had already identified as priorities. An action plan will be written to address the recommendations in the report. The Governors annual report to parents will inform them on the progress being made on the inspection recommendations.

In conclusion the school wishes to thank the inspection team for their courtesy and the professional manner in which they conducted the inspection.

Appendix A

Basic information about the school

Name of school	Myrddin County Primary
School type	Community
Age-range of pupils	3-19 years
Address of school	Heol Disgwylfa Carmarthen Carmarthenshire
Post-code	SA31 1TE
Telephone number	(01267) 232626
Headteacher	Mr J D Parker
Date of appointment	September 2005
Chair of governors/ Appropriate authority	Mr J Reynolds
Reporting inspector	Mr D M Cray
Dates of inspection	6-8 February 2006

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7
Number of pupils	7.5	9	15	12	15	13	17	10	3
Year group	Y8	Y9	Y10	Y11	Y12	Y13	Y13+	Total	
Number of pupils	1	4	2	3	3	4	2	120.5	

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	1	12.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.5:1
Pupil: adult (fte) ratio in nursery classes	5.5:1
Pupil: adult (fte) ratio in special classes	1.74:1
Average class size, excluding nursery and special classes	16.6
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2005	84%	88.1%	89.1%
Summer 2005	84.8%	89%	87.3%
Spring 2005	91.1%	83.7%	87.9%

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results: End of Key Stage 1: Whole School

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2					12
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School		46	8	46		
		National		4	13	63	20	
English: Reading	Teacher Assessment	School		46	8	46		
		National		3	11	63	23	
English: Writing	Teacher Assessment	School		46	8	46		
		National		5	14	69	11	
English: Speaking and listening	Teacher Assessment	School		46	8	46		
		National		4	14	55	27	
Mathematics	Teacher Assessment	School		46		54		
		National		2	11	63	24	
Science	Teacher Assessment	School		46		54		
		National		2	10	65	23	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	46.2%	In Wales	80%
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National Curriculum Assessment Results: End of Key Stage 1: Mainstream

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2					7
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School			14	86		
		National		4	13	63	20	
English: Reading	Teacher Assessment	School			14	86		
		National		3	11	63	23	
English: Writing	Teacher Assessment	School			14	86		
		National		5	14	69	11	
English: Speaking and listening	Teacher Assessment	School			14	86		
		National		4	14	55	27	
Mathematics	Teacher Assessment	School				86	14	
		National		2	11	63	24	
Science	Teacher Assessment	School				100		
		National		2	10	65	23	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	85.7%	In Wales	80%
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National Curriculum Assessment Results: End of Key Stage 2 (Whole School)

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6		15			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School				33			7	53	7	
		National	1				1	5	16	46	30	
Mathematics	Teacher assessment	School				33			20	33	13	
		National					1	3	17	46	31	
Science	Teacher assessment	School				33			7	47	13	
		National						1	11	50	37	

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	40%	In Wales	72%

National Curriculum Assessment Results: End of Key Stage 2 (Mainstream)

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6		9			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School							10	80	10	
		National	1				1	5	16	46	30	
Mathematics	Teacher assessment	School							30	50	20	
		National					1	3	17	46	31	
Science	Teacher assessment	School							10	70	20	
		National						1	11	50	37	

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	60%	In Wales	72%

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

Appendix D

Evidence base of the inspection

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

These inspectors visited:

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

Members of the inspection team had meetings with:

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

The team also considered:

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

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

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Mathematics; information technology; physical education KS1-KS4; 16+
Mrs Shirley Taylor	Team	Key questions 2 and 3	Under fives; English; music
Mr Glyn Griffiths	Team	Key question 4	KS3; KS4; 16+ subject areas
Mr Eilian James	Lay	Contributions to key questions 1; 3; 4 and 7	
Mrs Joan Davies	Peer Assessor	Contributions to key questions	Contributions to subjects

School's Nominee: Mr J D Parker

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

Acknowledgement

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