

REPORT

on the

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

**NANTGAREDIG PRIMARY SCHOOL,
STATION ROAD
NANTGAREDIG
CARMARTHENSHIRE
SA32 7LG**

School Number: 669/2194

Date of Inspection: 27 – 31 May 2002

By

Mr D Gwenallt Rees
Registered Inspector W167/78642

Under Estyn contract number: T/207/01P

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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.

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1. CONTEXT

The school and its priorities

Nantgaredig Primary School provides education for pupils between 3-11. It is located in the village of Nantgaredig in the Tywi valley, between Carmarthen in the south and Llandeilo in the north. The school draws 32 pupils (nearly 16%) from outside its notional catchment. The school reports that the area it serves is neither advantaged nor disadvantaged. There are 218.5 full-time equivalent (FTE) pupils on roll; including 28.5 (FTE) children of nursery age and 18 pupils who attend the Speech and Language Unit based in the school. The two classes in the Unit serve Carmarthenshire.

The school is designated as Category A within the language policy of the Local Education Authority (LEA). Whilst Welsh is the main language used in the life and work of the school, the linguistic aim is to educate pupils to be fluent in Welsh and English by the time they leave the school. In approximately 50% of the pupils' homes, Welsh is the predominant language spoken, while English is the predominant language spoken by the other 50%. There are no pupils from multi-ethnic backgrounds. Around 4.7% of the pupils are entitled to free school meals; this is low. Sixty seven pupils in mainstream classes are identified as having varying degrees of special educational needs (SEN), and a further 18 in the Speech and Language Unit.

The school's aims are comprehensive and appropriate. They set out to provide pupils with a very broad, forward looking and enriching curriculum.

There have been a number of significant changes in the school since the previous inspection, including, a new head; the establishment of a governing body specifically for Nantgaredig School; a substantial increase in the numbers on roll from 175.5 (FTE) in the last inspection to 218.5 (FTE) at present; and the appointment of an additional teacher. Six of the 12 teachers on the staff have been appointed since the previous inspection.

The school was last inspected in the Autumn Term 1996 when five key issues for action were identified.

2. MAIN FINDINGS

The main findings of the report

- This is a very good school.
- The quality of provision for the under fives is appropriate for their needs, and children are making good and sometimes very good progress towards the Desirable Outcomes for Children's learning. Standards achieved by children under five years of age in the six areas of learning are as follows.

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

- In Key Stage (KS)1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

Subject	KS1	KS2
English	-	Good
Welsh	Good	Good
Mathematics	Good	Good
Science	Very good	Very good
Design & Technology	Very good	Very good
Information Technology	Very good	Very good
History	Good	Good
Geography	Good	Very good
Art	Very good	Very good
Music	Very good	Very good
Physical education	Very good	Very good
Religious Education	Good	Good

- A total of 88 lessons or sessions were seen. Standards of achievement were very good in 25% of these, good in 61%, and satisfactory in 14%.
- The school achieves its aim of developing pupils' ability to communicate bilingually. Pupils' listening skills in KS1 and KS2 are very good and they support their learning very well. In KS1, pupils' literacy skills, are good overall. In KS2, standards of achievement among the majority of pupils in speaking, reading and writing in Welsh are generally good; a significant minority of pupils, and especially those in the older age groups, achieve satisfactory standards. Overall, standards of achievement in literacy skills in Welsh in KS1 and KS2 are generally good. Pupils are introduced formally to English in KS2 and standards are good.
- In KS1 and KS2, pupils' numeracy skills are good. They both support and are supported by work across the curriculum. Pupils' information technology (IT) skills are very well developed from a young age, and the standards achieved are very good.
- The quality of teaching was very good in 17% of the lessons or sessions seen, good in 66% and satisfactory in 17%. No unsatisfactory teaching was seen. The teaching is characterised by mutual respect between teachers and pupils. All staff enjoy good relationships with the pupils. Teachers work hard as individuals and very well as a team. Teachers have a good to very good knowledge of the subjects they teach (several of which are taught in a specialist capacity), they give clear instructions and explanations and employ a good range of teaching techniques and organisational strategies. The head and his team of teachers are highly resourceful and exploit every opportunity to enhance pupils' learning. They make highly effective use of good quality resources, including advanced IT equipment, to make learning interesting and more effective. The head and

several of his staff are technically competent. Teachers also provide pupils with an extensive range of high quality first-hand experiences, including in the school grounds and elsewhere, and bring them into contact with experts in various fields. Teachers and pupils are very well supported by classroom assistants. Teachers plan well for the development of IT and numeracy skills but, at times, the planning for and the direct teaching of speaking, reading and writing skills in Welsh in particular across the curriculum are less precise. At times, and in one or two classes, pupils have insufficient opportunities to respond at length in Welsh. On occasion, tasks set for less able pupils in mainstream classes are insufficiently differentiated to enable them to develop effective independent learning skills.

- The school provides a very broad, balanced, stimulating and relevant curriculum which is greatly enriched by a wide-ranging programme of worthwhile extra-curricular activities, including organised team games. All curriculum policies and schemes of work are in line with Curriculum 2000; schemes of work are detailed and of good quality. Five, and at times, six subjects are taught from Y1-Y6 in a specialist capacity and this contributes to the high standards achieved across the curriculum. There is much highly effective cross-curricular learning with pupils of all ages. Y Cwricwlwm Cymreig permeates the life and work of the school; pupils' knowledge and understanding of several other cultures are also very good. Pupils' personal and social education is very good. The school is socially inclusive and cultural differences and diversity are valued. All pupils, irrespective of ability, background or gender, have equal opportunities to partake in the life and work of the school. Curricular links with the world of work are very good. There is a home-school agreement, and homework supports pupils' learning well. The school complies with the National Assembly for Wales's (NAW) recommendations regarding the amount of teaching time provided, and time is used efficiently.
- This is a very busy and confident school where the quality of leadership provided by the head is very good. The head has a clear vision for the school, is very well organised, innovative, energetic, highly supportive of his staff and leads by example. He, in turn, is very well supported by his deputy, the teaching and non-teaching staff and by governors.
- This is a thinking school where the head and staff are constantly searching for ways to improve the provision for the pupils at Nantgaredig, and raise standards. The school's procedures for self-evaluation and planning for improvement are very good and form a normal part of its way of working. The school has an appropriate programme of monitoring and self assessment, leading to target setting, training and development. The school's comprehensive self-assessment report provides clear comments on the progress made in addressing a range of issues and identifies appropriate objectives for improvement. The School Development Plan (SDP) is a detailed and structured working document which contains clear and appropriate targets for a three-year period. All teachers and governors are closely involved in its construction, implementation and monitoring.
- The head manages the school's affairs, including the budget, staffing and time on a day-to-day basis and in the long term, highly efficiently and effectively. The latest LEA financial audit in 1998 concluded that the quality of the management and administration was good. The head is very well supported by his secretary on administrative and financial matters.

- The quantity and quality of most of the school's resources, including a wide range of modern technological equipment, are very good. Teachers often make very effective use of these and other resources, including those which they have produced themselves, to motivate pupils and promote their learning. Much highly effective use is made of the environment as a resource for learning by all pupils.
- All teachers perform their roles as subject leaders conscientiously. They provide good support and advice to colleagues. The planned programme of visits to classrooms to observe teaching and learning, leading to positive feedback, which began in 2001, is reaping benefits.
- The quality of assessment, recording and reporting pupils' progress is good. Among the good features are the appropriate systems in place from the early years to Year 6 to assess and record pupils' progress across the curriculum, the involvement of the pupils in assessing their own progress, and the wealth of information which is kept and analysed. Highly effective use is made of this information in the Special Unit to set specific and measurable targets for individual pupils. In mainstream, however, pupils' work is not always marked in a sufficiently focused way, and the comments written do not consistently indicate what the individual needs to do to improve.
- The quality of the provision for pupils with SEN in mainstream classes is satisfactory. The progress they make and the standards they achieve, relative to their ability, are satisfactory. There are a number of outstanding features to the provision and the quality of teaching in the Unit, and pupils make good and sometimes very good progress.
- The school's ethos is distinctly Welsh. Pupils' spiritual, moral, social and cultural development is very good. The values promoted by the school and the quality of life within it are very good. The quality of support, guidance and pupils' welfare provided is very good. Overall, pupils' attitudes to learning and their behaviour are very good and they support their learning very well. Pupils generally show a keen interest in their work and sustain concentration very well.
- The school is located in a picturesque rural setting and contains spacious and flat hard-surfaced and green play areas. With the exception of one classroom which is prone to dampness, the condition of the building is generally good. All areas in the school are enhanced by good quality displays which reflect the rich range of experiences provided. Space in classrooms and corridors is restricted for the movement of pupils and storage, but teachers overcome this through good organisation. Following a recent LEA risk assessment report the school is committed to more stringent security arrangements. Standards of caretaking and cleaning, including grounds maintenance, are very good.
- The governing body is very well informed, highly effective and highly supportive of the head and all that the school does. Each governor is linked to a teacher in his / her subject leadership role, and this is good practice. The school prospectus and the governing body's annual report for parents meet the recommendations of the NAW Circulars 14/01 and 15/01.
- The quality of the links with parents and the local community is very good. Links with schools and other institutions are good. The Parent Teacher Association (PTA) and friends of the school take an active part in the life and work of the school, for example, to

raise large sums of money for the school and in various practical ways in and out of classrooms. Parents' responses to the pre-inspection questionnaire and during the pre-inspection meeting were overwhelmingly positive.

- Levels of attendance are good. Pupils' are punctual at the beginning of each day and for individual lessons. The school is making good progress in meeting its targets to improve attendance. Aspects of the school's registration practices do not fully comply with the requirements of the NAW Circular 3/99.
- Five key issues were identified in the previous inspection report in the Autumn Term 1996. Three of these issues have been fully addressed but aspects of two others require further attention.
- The school provides very good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement were very good in 25% of the 88 lessons or sessions seen, good in 61%, and satisfactory in 14%.

- In the 1996 inspection, standards in the classes for children under five were good in over 60% of lessons, and very good in 40%. In KS1, standards were very good in one lesson seen and good in all the other lessons inspected. In KS2, standards were very good in 20% of the lessons seen, good in 60%, and satisfactory in 20%.
- The quality of provision for the under fives is appropriate for their needs, and children are making good and sometimes very good progress towards the Desirable Outcomes for Children's learning. Standards achieved in the six areas of learning are very good in Knowledge and Understanding of the World, Creative development and Personal and Social development; and good in Language, literacy and communication skills, Mathematical development and Physical development.
- In the current inspection, in KS1 and KS2, standards of achievement are very good in science, design and technology, IT, art, music and physical education. Standards are also very good in geography in KS2. Standards in KS1 and KS2 in mathematics are good with some very good features. Standards in KS1 in history are good and in KS2 are good with some very good features. Pupils are introduced formally to English in KS2 and standards are good. In KS2, standards of achievement of the majority of pupils in speaking, reading and writing in Welsh are generally good; a significant minority of pupils, and especially those in the older age groups, achieve satisfactory standards. Standards in religious education in KS1 and KS2 are good.
- In KS1, over the past three years, the school's performance in NC assessments has not compared favourably with other schools in Wales with a similar percentage of free school meals. However, there has been a steady increase in this period in the percentage of pupils in KS1 in the school achieving Level 3 in Welsh, mathematics and science.

- In KS2, the average percentage of pupils in the school achieving Level 4 or Level 5 in NC assessments over the past five years (74.6%) is significantly above the average for Carmarthenshire (60.6%) and Wales (58.4%) for the same period.
- There are no significant differences between the performance of boys compared with girls in NC assessments in KS1 or KS2.
- The correspondence between teacher assessments and those obtained through NC tasks and tests is good.

3.2 Standards achieved in key skills across the curriculum

The school achieves its aim of developing pupils' ability to communicate bilingually.

- Pupils' listening skills in KS1 and KS2 are very good and they support their learning very well.
- In KS1, pupils' literacy skills, are good overall. In KS2, standards of achievement among the majority of pupils in speaking, reading and writing in Welsh are generally good; a significant minority of pupils, and especially those in the older age groups, achieve satisfactory standards. Overall, standards of achievement in literacy skills in Welsh in KS1 and KS2 are generally good.
- Pupils are introduced formally to English in KS2 and their speaking, reading and writing skills are good.
- Pupils' numeracy skills are good. Often, pupils' numeracy skills both support and are supported by work in several subjects.
- Pupils' IT skills are very well developed from a young age and the standards achieved in a wide range of competences are very good. Pupils' IT skills support their work very well across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' spiritual, moral, social and cultural development is very good. The values promoted by the school are of the highest order and pervade the life and work of the school.

- The value and respect given by the staff to all pupils enhance pupils' spiritual development. Pupils are happy and confident members of their school and they benefit from the attentive concern for others shown by all members of the school community. Music in particular adds to the spiritual dimension in the school. The achievements of pupils of all abilities are celebrated regularly. Pupils' sense of awe and wonder is developed effectively across the curriculum, for example, through close observational

drawing of plants in art, and when observing mini-beasts under a computer microscope in science.

- Pupils' moral development is very well fostered in the curriculum and in the daily life of the school. Often, opportunities are taken both formally and incidentally to discuss moral issues, and pupils are developing a very good understanding of right and wrong. A wide range of charities benefit from the support of the school and the pupils' and parents' generosity.
- Pupils make very good progress in their social development from the early years. A very good range of extra-curricular activities and good links with the community enhance this. Pupils collaborate with and relate well to both adults and other children. They are polite and considerate at all times. Pupils undertake a number of responsibilities and have many opportunities to take initiative and work collaboratively or independently.
- This school is distinctly Welsh, and the language and culture of Wales permeate all areas of school life. Pupils have a depth of understanding of Y Cwricwlwm Cymreig through a rich programme of visits and activities. Pupils also appreciate the diversity and richness of other cultures in their work in geography and religious education and through visitors to the school.
- Collective worship and daily prayers make a very good contribution to pupils' spiritual, moral, social and cultural development. Music and singing, as well as pupils' frequent and purposeful involvement in assembly, enhance the sense of occasion.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are very good.

- The school has high expectations for pupils' behaviour that is well promoted among pupils and parents. The positive values expected are implicit in all the school's daily activities. The learning environment is happy, homely and frequently characterised by a sense of fun.
- Pupils' behaviour and attitudes are exemplary and reflect the traditional values of the local community. They respond positively to the very good role models of and the warm relationships provided by their teachers.
- Pupils discuss the school and classroom rules with their teachers at the start of the school year, and the rules adopted are prominently displayed.
- School routines are well known and the pupils' general conduct around the school, including in the playground and the dining hall, contribute to the orderly and calm atmosphere. The mid-day supervisory staff also makes a valuable contribution.
- Pupils are invariably polite, co-operative and attentive, which make a significant positive contribution to the quality of learning in the school. They are respectful to all adults and to their fellow pupils.

- In the classroom, pupils enjoy their lessons and there is a close supportive relationship between pupils and teachers. Pupils are eager to learn and enjoy their lessons. They settle to their work quietly and promptly, listen and concentrate very well, and persevere with the tasks set. Pupils' co-operate sensibly and politely.
- The school's anti-bullying policy is clear and effective. Older pupils' dramatic performance in assembly underlines the school's expectations. Pupils play happily together, and no incidence of bullying behaviour was seen during the inspection.

4.3 Attendance

Levels of attendance are good. Pupils' punctuality at the commencement of morning sessions and for individual lessons is also good.

- Attendance is consistently above 90% across the school over the past year and, in two terms, the whole school's average has been above 95%.
- Unauthorised absences are rare.
- Parents and pupils are reminded of the school's expectations regarding attendance and punctuality in the school prospectus and home-school agreement. At the end of the year, pupils with high attendance records are recognised and rewarded.
- The school successfully achieves its targets of maintaining good standards of attendance. The school's registration system has been computerised during the current academic year, which enables class teachers, the head and the school's clerk to monitor closely all class and individual attendance records. In the very rare instances of concern, there are good links with pupils' homes to address improvements.
- The school completes attendance registers in compliance with the statutory requirements but the completed computerised registers have not been retained in printed form as required by NAW Circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 17% of the 88 lessons or sessions seen, good in 66% and satisfactory in 17%. No unsatisfactory teaching was seen.

In the 1996 inspection, the quality of teaching with the under fives was very good in 60% of the lessons or sessions seen and good in 40%. In KS1, the teaching was consistently good. In KS2, it was good in 50% of the lessons, very good in 20% and satisfactory in 30%.

Good features

- Teaching in the school is characterised by mutual respect between teachers and pupils. All staff enjoy good relationships with the pupils.

- Teachers work hard as individuals and very well as a team.
- Teachers have a good to very good knowledge of the subjects they teach; several of which are taught in a specialist capacity.
- Teachers give clear instructions and explanations and employ a good range of teaching techniques and organisational strategies.
- The head and his team of teachers are highly resourceful and exploit every opportunity to enhance pupils' learning. They make highly effective use of good quality resources, including advanced IT equipment, to make learning interesting and more effective. The head and several of his staff are technically competent.
- Teachers provide pupils with an extensive range of high quality first-hand experiences, including in the school grounds and elsewhere, and bring them into contact with many people who have expertise in different fields.
- Teachers and pupils are very well supported by classroom assistants.

Shortcomings

- Planning for and the direct teaching of speaking, reading and writing skills in Welsh in particular across the curriculum are not precise enough.
- At times, tasks set in mainstream classes for less able pupils in particular are insufficiently differentiated to enable them to develop effective independent learning skills.
- At times, and in one or two classes, pupils have insufficient opportunities to respond at length in Welsh.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is good.

- The school has a well-defined policy and a well-developed scheme for assessment and recording.
- The achievements of children in the early years are assessed systematically using a baseline profile.
- The formal assessment of pupils' work is undertaken through standardised tests in Welsh, English, mathematics and science. Clear targets are set both generally and specifically in the core subjects. Further teacher and self-assessment is undertaken of a range of skills in the core subjects. Regular assessment in all other subjects ensures that there is a clear picture of each pupil's achievements.

- Pupils keep their own monitoring and development book, demonstrating clearly what they know and can do. They also agree general targets, which are noted in this book.
- Pupils with SEN are assessed annually, and full records of their progress are kept. Reports of pupils' progress and targets set for improvement are sent to parents by the SEN Coordinator annually. Assessment practices in the Unit are very good.
- The analysis of tests and other assessment data further identifies areas for improvement in the core subjects and are used effectively to set whole-school targets and to monitor the school's equal opportunities policy.
- The school fully complies with statutory requirements for NC assessment.
- Teachers know their pupils very well and they keep very full records of their progress in all subjects. Overall, the system for recording is manageable. Despite the wealth of information and data available, including identified areas for improvement, these do not always inform classroom practice.
- Pupils' work is marked regularly and positively. However, in mainstream work is not always marked in a way which indicates what the individual pupil needs to do to improve.
- Annual reports to parents give a good and full evaluation of their child / ren's progress and achievement in every subject of the NC. They clearly outline what the pupil knows, understands and can do and at times include guidance about the steps needed to improve.

5.3 Curriculum

The school provides a very broad, balanced, stimulating and relevant curriculum.

- The curriculum is greatly enriched by a wide-ranging programme of worthwhile extra-curricular activities, including organised team games. The school has achieved notable successes over the years in a range of curricular and extra-curricular activities at county and national levels, for example, under the auspices of Yr Urdd.
- All curriculum policies and schemes of work are in line with Curriculum 2000; schemes of work are detailed and of good quality. There is also a good range of policies in place on key aspects which facilitate the smooth running of the school.
- Teachers' plan for the development of the key skills of IT, numeracy and literacy; but, overall, the planning for and the direct teaching of speaking, reading and writing skills are not precise enough.
- The school has a clear policy on the planning of work based on a two-year cycle of six termly themes. Five or six subjects are taught from Y1-Y6 in a specialist capacity and this contributes to the high standards achieved across the curriculum.
- There is much highly effective cross-curricular learning with pupils of all ages.

- Y Cwricwlwm Cymreig permeates the life and work of the school; pupils' knowledge and understanding of several other cultures are also very good.
- There is an appropriate policy for personal and social education in place which is in line with ACCAC's guidelines, and the provision is very good.
- The school is socially inclusive and cultural differences and diversity are valued. The school has a sound policy on equal opportunities, entitled Managing Equality, which is in line with ACCAC's guidelines. All pupils, irrespective of ability, background or gender, have equal opportunities to partake in the life and work of the school.
- Curricular links with the world of work are very good.
- The school was awarded the Basic Skills Quality Mark in 1999. Among the other awards gained in recent years are an International School Award for its European work, and a Silver Eco-Schools Award for its environmental work.
- The home-school agreement clearly expresses all parties' responsibilities in the home-school partnership. The school has a clear and detailed homework policy which covers the entire age range. Homework supports pupils' learning.
- Governors are very well informed, are highly supportive of the school and maintain very close links with the school on all matters, for example, through linking with individual teachers in their roles as subject leaders.
- The school complies with the NAW's recommendations regarding the amount of teaching time provided, and time is used efficiently.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and pupils' welfare is very good.

- The head and all staff know the pupils very well, and in all classes there are sensitive and supportive relationships between pupils and teachers.
- Pupils' social and educational development is well monitored by teachers, and pupils are provided with the necessary support. All pupils have equal access to all aspects of the school curriculum and to an extensive range of extra curricular activities.
- The attention given to pupils' welfare is a strength of the school. Pupils are well supervised throughout the school day, and the school's anti-bullying policy ensures that pupils are happy and free from stress.
- Appropriate emergency procedures and health and safety arrangements are in place and are well presented to staff through the school's written policies. Some members of staff have qualifications in First Aid. All standard fire and equipment checks have been carried out.

- The school's arrangements for child protection comply with latest NAW advice, and the deputy headteacher, who is the named person responsible, has received formal training in this area.

5.5 Provision for pupils with special educational needs (SEN)

The provision for pupils with special educational needs in mainstream classes is satisfactory, and pupils make satisfactory progress.

The provision for pupils in the Speech and Language Unit is very good. Pupils make good and sometimes very good progress.

Pupils of all abilities are welcomed warmly into the school, and are very well included in all areas of school life.

Mainstream

- Sixty seven pupils (33%), or 46 (23%) at Stages 2 or above, are identified as having special educational needs (SEN) in mainstream classes; five of whom have statements of SEN and have some measure of teaching or non-teaching support. Pupils at Stage 2 and 3 of the SEN Code of Practice receive specialist teaching support.
- Pupils are assessed systematically and are identified early. No additional support is provided for pupils in the early years.
- The school has well-developed procedures for meeting the needs of pupils identified as SEN in line with the Code of Practice, and these are correctly followed. The SEN Coordinator (SENCO) fulfills her role diligently. She follows procedures correctly and keeps very full records of pupils' progress.
- Individual Education Plans (IEPs) are of satisfactory quality. Generally, targets set are insufficiently specific and are not easily measured, and an over-ambitious number are being aimed at.
- The quality of withdrawal teaching support for pupils at Stage 2 and 3 of the Code of Practice is satisfactory. Although pupils benefit from working in small groups with relevant work set, at times, this work is not matched closely enough to the ability of individual pupils or to classroom practice.
- The quality of individual non-teaching support for pupils with statements is good.
- Pupils have access to a broad, balanced and relevant curriculum. However, work undertaken in class is not always sufficiently differentiated for independent learning or optimum progress.
- Links with the LEA, and particularly the Educational Psychologist, are good. Links with parents are very good.

- The governor with responsibility for SEN is knowledgeable and involved in school matters.
- Insufficient use is made of IT to practise basic skills.
- An initiative to help pupils with SEN to develop their English spelling skills is helpful in raising standards.

Speech and Language Unit

- The Unit caters for 18 pupils who are identified as having speech and language difficulties; including 11 at Stage 5 and six at Stage 4 of the Code of Practice. Pupils' difficulties also include significant learning difficulties, behaviour problems and autistic spectrum disorder. The provision contains two classes; one for pupils under five and KS1 pupils, and another for KS2. It is staffed by two teachers, a part time speech therapist and five non-teaching support staff. Two staff are appointed as individual support for two severely delayed pupils.
- The values promoted, the curriculum provided and the expectations of pupils in the Unit are of an exceptionally high standard. Pupils benefit from consistently high standards of specialist teaching as well as very well deployed non-teaching assistants who provide very good support. The speech therapy programme provided is effective and pupils work hard and with enjoyment in these sessions.
- The school makes every effort to include pupils from the Unit in the life and work of the school. There are good quality opportunities for integration, for instance in physical education, with pupils achieving in line with their peers. There are very good relationships between all personnel involved, and pupils collaborate well and make very good progress socially. Staff communicate exceptionally well with parents.
- Among the outstanding features in the provision are: the ongoing assessment procedures which ensure that staff not only know their pupils very well but also match the curriculum very closely to their ability and needs; the modification and presentation of the curriculum, with a wide range of methods, experiences and resources being used to ensure that pupils fully understand both the content and the concepts of what is taught. For instance, in art, pupils listen, act out the story in costume and make sketches before painting very good representational pictures of the willow pattern plate.
- Pupils persevere well in their learning, and standards of achievement are good and in line with their age and ability. Pupils make good progress in their language, mathematical and ICT skills, with every opportunity taken to reinforce and ensure comprehension. For instance, KS1 pupils use well-developed literacy and geographical skills to label and explain 3D and 2D features seen in the Botanical Gardens.

5.6 Partnership with parents and community, schools and other institutions

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

- The quality of information provided for parents is good. During the pre-inspection consultation, the overwhelming majority of parents expressed their general satisfaction with the manner in which the school keeps them informed. They receive a steady flow of letters about administrative arrangements and school events and there is an informative parents' notice board available. A regular newsletter effectively informs parents of the school's and individual pupil's achievements. At the start of each term, each teacher provides parents with a clear, bilingual outline of the work planned in each subject for the term. Additionally, homework instructions are provided bilingually for the benefit of non-Welsh speaking parents.
- The school prospectus is a well-presented document that meets the recommendations of the NAW. The governing body's annual report for parents also meets the recommendations. The home-school agreement meets statutory requirements.
- The school makes all parents very welcome to become involved in the life and work of the school. In turn, parents are very supportive of the school. A few parents regularly visit the school and make valuable contributions to pupils' learning by listening to reading, helping with IT, craftwork and general classroom duties. Some also contribute to the many extra-curricular clubs and activities. Some parents have visited and spoken to pupils about their work in medicine, dentistry, craft and in a florist shop.
- The PTA is a very active organisation that raises considerable sums for the school but, also, provides a focus for a range of community activity. The school's buildings and attractive grounds are well used by many organisations within the community.
- The school promotes the heritage and values of the local community among its pupils. The locality is well used in many areas of the curriculum, such as in science, art, geography and history. Members of the community make important contributions to the learning through their visits, such as a local artist, a forestry official, and various members of the health services, the police and fire brigade. The school is a willing participant in a whole range of community activities, festivals and concerts.
- Members of staff have been released to develop an education pack on Welsh artists with the National Museum and Galleries of Wales.
- Partnerships with other schools in the locality, the county, Wales and further afield in Europe are well developed. The head and teachers meet with other colleagues and co-operate well in discussing ideas, planning policies and developing resources. The school is also involved in an European project that benefits pupils by raising their awareness of other communities in Denmark, Italy and Austria. Pupils use the Internet to communicate with schools in those countries.
- The school has partnership arrangements with three comprehensive schools to which Y6 pupils may transfer. Transitional arrangements for these pupils are well developed. There are valuable bridging projects with the comprehensive schools in various subject areas such as in Welsh, mathematics and science.
- Pupils also benefit from links with Institutes of Teacher Training, and the school regularly welcomes students for placements. There is a current beneficial joint project with Trinity

College, Carmarthen on the history and development of a local garden. A school web site is at an advanced stage of development through co-operation with the college, and two teachers at the school are currently contributing to the education course at the college. In addition, the school makes placements available for NNEB and child care students and pupils from the comprehensive schools.

5.7 Partnership with industry

Partnership with industry is very good.

- The school is very active in exploring all opportunities to benefit teaching and learning from sponsorships and contributions from industry and commerce. Sponsorships from various companies have provided a play area and equipment for nursery and reception pupils, video conferencing facilities, and specialised IT equipment. There has also been direct involvement of industry and commerce in a school forest enterprise, contributions from a supermarket to an European food project, and visits of most year groups to local shops to observe the preparation of food.
- There are valuable links with Education Business Partnership (EBP), and two teachers have benefited from attending management courses organised by EBP. The headteacher is commencing a management link and exchange project with a local branch of a national stationery chain.
- Pupils' awareness of environmental issues has been enhanced through an Eco-School project sponsored by the LEA.
- A notable development is the involvement of two teachers in the preparation of education packs at the nearby National Botanic Gardens.
- The beneficial effects on pupils' learning of visits to places of major significance and from the many contacts made with people who visit the school to demonstrate their skills and knowledge are clearly visible.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

This is a very busy, thinking school.

- The head and staff constantly search for ways to improve the provision for the pupils at Nantgaredig, and to raise standards. Among the school improvement initiatives undertaken was the issuing of a comprehensive questionnaire to all parents to seek their views on the provision. The school's procedures for self-evaluation and planning for improvement are very good and form a normal part of its way of working.
- The school has an appropriate programme of monitoring and self assessment, leading to target setting, training and development. The school's comprehensive self-assessment

report provides clear comments on the progress made in addressing a range of issues and identifies appropriate objectives for improvement.

- The School Development Plan (SDP) is a detailed and structured working document which contains clear and appropriate targets for a three-year period. All teachers and governors are closely involved in its construction, implementation and monitoring.

6.2 Leadership and efficiency

The quality of leadership provided by the head is very good.

- The head has a clear vision for the school, is very well organised, innovative, energetic, highly supportive of his staff and leads by example. He, in turn, is very well supported by his deputy, the teaching and non-teaching staff, governors and parents.
- All teachers perform their roles as subject leaders conscientiously. They provide good support and advice to colleagues. The planned programme of visits to classrooms to observe teaching and learning, leading to positive feedback, which began in 2001, is reaping benefits.
- There is an effective staff development policy, and teachers have attended a suitable range of in-service courses; the effects of which are to be seen in several areas of work.
- The governing body is very well informed, highly effective and highly supportive of the head and all that the school does. The governors' policy of appointing teachers with different subject specialisms in line with the school's specialist teaching strategy is bearing fruit. Each governor is linked to a teacher in his / her subject leadership role, and this is good practice.
- The content of the school's prospectus and governors' annual report to parents meet NAW requirements.

6.3 Staffing, accommodation and learning resources

The school is very well served by a large and highly effective team of staff, including, teachers, classroom assistants, secretary, caretaking and cleaning staff, dining staff, mid-day meals supervisors, and road-crossing patrol. The quality of the accommodation is generally good, and the resources are of very good quality.

- The head manages the school's affairs, including the budget, staffing and time on a day-to-day basis and in the long term, highly efficiently and effectively. The latest LEA financial audit in 1998 concluded that the quality of the management and administration was good. The head is very well supported by his secretary on administrative and financial matters, from day to day.
- The quantity and quality of most of the school's resources, including a wide range of sophisticated technological equipment, are very good. Teachers often make very effective use of these and other resources, including those which they have produced

themselves, to motivate pupils and promote their learning. Much highly effective use is made of the environment as a resource for learning by pupils of all ages.

- The school is located in a picturesque rural setting and contains spacious and flat hard-surfaced and green play areas. With the exception of one classroom which is prone to dampness the condition of the building is generally good. All areas in the school are enhanced by good quality displays which reflect the rich range of experiences provided. Space in classrooms and corridors is restricted for the movement of pupils and storage, but teachers overcome this through good organisation.
- Standards of caretaking and cleaning, including grounds maintenance, are very good.
- Following a recent LEA risk assessment report the school is committed to more stringent security arrangements.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The quality of provision for the under fives, including Nursery (3-4 year olds) and Reception (4-5 year olds), is appropriate for their needs and children are making good and sometimes very good progress towards the Desirable Outcomes for Children's learning.

Language, Literacy and Communications Skills.

Standards are good in both Nursery and Reception.

Good features

- Children make a good start in the Nursery in developing their language skills. They rapidly develop a good understanding of and ability to use Welsh. They listen well to their teacher and each other and speak with increasing confidence and vocabulary. They demonstrate a positive interest in books and their content. They confidently use a variety of instruments to make marks on paper, and hold pencils and crayons appropriately.
- Reception children talk with increasing confidence about their experiences and are developing their vocabulary to express their thoughts coherently. They take part in role-play enthusiastically, they handle books carefully and enjoy stories; the more able can read familiar words and sentences. The majority have a good idea of writing patterns. The more able can copy a simple sentence, forming familiar letters and words.

Personal and Social Development

Standards are very good in the Nursery and Reception classes.

Good features

- Children in the Nursery feel happy and secure. They adopt well-developed routines easily. They establish effective relationships with other children and adults. They listen to instructions well and carry them out.
- Reception children make very good progress in their social development; taking turns and collaborating well. They undertake responsibilities in a sensible manner, and demonstrate a high level of independence. They play together confidently, adopting a role easily in the imaginary play sessions in the café. Children sustain concentration well and persevere in their learning.

Mathematical Development

Standards are good in the Nursery and Reception classes.

Good features

- Nursery children are developing a good mathematical vocabulary, and are making good progress in number work. They count, recognise and match numbers to five at least successfully. They understand some basic concepts of size, and sort, sequence and order objects well. Older children can name basic 3D and 2D shapes. They enjoy singing number rhymes and songs.
- Reception children continue to develop their mathematical vocabulary well. They recognise and name a range of 2D and 3D shapes. The more able recognise symmetrical shapes, count on and recognise numbers to 10 or beyond. They compare objects according to size and weight, and record basic numbers. The more able know more than and less than, and understand ordinal numbers. They recognise many coins. They recognise half and quarter of a piece of fruit and, the more able, half and quarter on the clock.

Knowledge and Understanding of the world

Standards are very good in the Nursery and Reception classes.

Good features

- Nursery children observe and record the weather carefully, and recognise weather symbols. They talk about where they live and what they have seen. They are knowledgeable about their environment and living things; they know that seeds need soil, sun and water to grow. Children's ability to use the mouse and the computer independently is good.
- Reception children are beginning to develop very good observational skills. They have a very good general knowledge and understanding of aspects of growth of animals and plants. They use well-developed vocabulary to describe the cycle of the development of the butterfly. They make good independent use of the computer for a range of purposes as well as using programmable toys and telephones to support their learning.

Physical Development

Standards are good in the Nursery and Reception classes.

Good features

- Nursery children are confidently building their physical skills during movement lessons. They move with increasing control and co-ordination and have a good awareness of space around them. They listen well and successfully vary the pace and direction of movement. Manipulative skills are developing well. They use brushes, crayons and felts confidently. They move confidently when playing outside on tricycles and bicycles.
- Reception children move confidently with good awareness of space. Their manipulation skills are developing well; pupils handle glue sticks, scissors, brushes and pencils confidently. They handle construction and malleable materials safely and with good control.

Creative Development

Standards in Reception and Nursery classes are very good.

Good features

- Nursery children sing hymns and rhymes tunefully. They keep a steady beat when playing percussion instruments. They respond well to different instruments and adopt a role and copy actions. They make good representations of spiders when painting.
- Reception children use paint effectively when making paintings of caterpillars. They enjoy role-play in their movement session and imitate movements well. They adopt an imaginary role well. They sing a wide range of songs tunefully and with clear diction. They name and play a range of percussion instruments well.

Shortcomings

There are no significant shortcomings in any of the six areas of learning.

Welsh

Overall, standards of achievement in KS1 are generally good. In KS2, the majority of pupils achieve generally good standards; a significant minority achieve satisfactory standards.

Good features

- In KS1 and KS2, pupils' listening skills are very good.
- In KS1, pupils are making good progress in speaking for a range of purposes and to different audiences, and standards overall are generally good.

- In KS2, the vast majority of pupils are making generally good progress in speaking. These pupils speak fluently and coherently, and have a good vocabulary. A significant minority of pupils, and especially in the older age groups in KS2, achieve satisfactory standards in speaking.
- Pupils in KS1 and KS2 read a range of suitable books with a good level of accuracy and expression, for example, in group reading sessions. They use a variety of strategies to recognise new words. At the appropriate stage, they discuss the content of the text with an understanding of the feelings and motives of the characters and the significance of events to a story's development.
- Pupils in KS2 are familiar with the work of a number of children's authors and read a variety of texts to search for information across the curriculum. Pupils use dictionaries appropriately, and older pupils a thesaurus. Most read competently; a significant minority in all age groups read haltingly and achieve satisfactory standards.
- In KS1, pupils write for different purposes, including letters, poetry, a diary and prayers. They pay appropriate attention to capital letters and full stops. Syntax is developing suitably and the majority of simple words are spelt accurately. Standards overall are generally good.
- In KS2, the majority of pupils achieve generally good standards in writing; a significant minority in all age groups, however, achieve satisfactory standards. Pupils write for a variety of audiences and purposes, for example, book reviews, telephone conversations, letters, biographies and various accounts. There is much purposeful writing across the curriculum. A significant proportion of pupils observe many of the conventions well, especially punctuating and paragraphing and, to a lesser extent, mutating and spelling. Many have a good, mature turn of phrase and use vocabulary, idioms and similes to good effect. Overall, handwriting is developing generally well. Pupils make very good use of IT to develop their literacy skills.
- Overall, pupils' handwriting is developing generally well.

Shortcomings

- A significant minority of pupils in KS2 have difficulty with mutations and syntax in their speaking and writing, and are hesitant in reading.

English

English is officially introduced in KS2 and standards of achievement are good.

Good features

- Pupils listen very well both to their teacher and to each other. They offer thoughtful comments and ask relevant questions.

- Pupils make rapid progress in speaking English. Pupils speak clearly and confidently, explain themselves generally well, and make relevant contributions to group and classroom discussions. In formal situations, they speak with good diction and expression. The more able speak at length using a good range of vocabulary. Pupils of all abilities perform and adopt roles confidently: the more able read with a good level of expression and use appropriate accents with aplomb.
- The majority of pupils make steady, sound progress in reading, across KS2. Younger KS2 pupils of all abilities make good progress in improving their accuracy and fluency, supported by group and shared reading activities. More able pupils read more challenging texts with good attention to punctuation and with fluency and expression. Comprehension skills are generally good with the majority able to offer opinions about books, character and plot well.
- The majority of pupils make generally good progress in the amount and quality of their writing. They are making steady progress in their understanding of the conventions of English grammar. Pupils write for a good range of purpose. For instance, younger pupils demonstrate good note taking skills when watching an enactment of a Japanese Tea Ceremony. They improve and edit these notes into an orderly account of the proceedings. Older KS2 pupils use a range of strategies to plan their written work. They use appropriate vocabulary and pay good attention to punctuation when writing empathetically about life in Victorian times.
- Pupils make good use of their well-developed word processing skills to write and rewrite their dictionaries and thesaurus.
- Overall, pupils' handwriting is developing generally well throughout KS2. Able pupils write fluently and with good style. The presentation of best copies of work is often of good quality.

Shortcomings

There are no significant shortcomings.

Mathematics

Standards of achievement in KS1 and KS2 are good, with a few pupils achieving very good standards in KS1 and KS2.

Good features

- In KS1, pupils count on to 100 and beyond and recognise odd and even numbers. They have a good grasp of conventional signs, number patterns and bonds, and place value. Pupils can sort objects according to a variety of criteria. They respond well to oral challenges. They have a good understanding of the value of coins and how to use them. Most successfully recognise halves and quarters, tell the time on the hour, half and quarter, and read the time from a digital and analogue clock.

- In KS1, most pupils confidently identify a good range of 2D and 3D shapes and describe some of their properties. They compare objects using standard units of measure and the vast majority estimate generally accurately in centimetres / metres, grams / kilograms and millilitres / litres. They represent data successfully using a range of charts and graphs, including with the support of IT.
- A few pupils in KS1 achieve very good standards in all of the above processes.
- Pupils generally throughout KS2 continue to make good and, in a few cases, very good progress. Pupils' number work is good both orally and on paper; they identify patterns in numbers quickly and respond well and flexibly to mental challenges. They undertake a range of purposeful mathematical investigations and correctly identify the appropriate method of computation to solve them. Several can approximate. They understand the concept of negative numbers and recognise and understand fractions and decimals. They estimate well using standard measures, and use a variety of measuring instruments to read scales with increasing accuracy. They recognise a wide range of 2D and 3D shapes and discuss their properties.
- Many older KS2 pupils make good progress in understanding place value in decimals, and can accurately convert from decimals to fractions and percentages. Many understand averages. They explain and calculate the area and perimeter of different shapes.
- A few pupils in KS2 achieve very good standards in some of the above processes.
- Pupils handle data confidently; they collect information and represent it clearly and neatly in a variety of forms, often with the use of IT.
- In KS1 and KS2, pupils' mathematical skills both support and are supported very well by work in science and design and technology in particular.

Shortcomings

- A few pupils of different ages in KS2 are hesitant in approximating, do not estimate weight and capacity accurately, are unsure of aspects of fractions and of place value in decimals.

Science

Standards of achievement are very good in KS1 and KS2.

Good features

- Pupils in KS1 and KS2 are enthusiastic about science and undertake a range of challenging and purposeful scientific investigations. Pupils of all ages have a good breadth and depth of knowledge in, and understanding of, the subject.
- In KS1, pupils confidently name parts of the body and can describe the main functions of certain internal organs. They have a very good knowledge of life processes and living

things. They describe differences between living and non-living things and know what plants and humans need to stay alive. They observe very well. They identify leaves from different trees and describe their characteristics.

- They can sort objects into various categories. They have a good understanding of materials and their properties; they can distinguish between natural and man-made materials. They know that light comes from a variety of sources, understand the rudiments of simple electrical circuits, and that pushes and pulls are examples of forces.
- They understand fair testing and predicting, and their recording on paper is enhanced by good use of literacy, numeracy and IT skills.
- From an early age in KS2, pupils have a good knowledge of life processes, both of plants and animals. They understand the food chain. Through observation and investigation, they know of the conditions that affect plant growth and of their natural selection of habitat. They are also aware that small animals have different habitats and live in those that best suit their needs.
- Pupils in KS2 can explain, at an appropriate level, nutrition, circulation and movement, and the influence of exercise and healthy eating on their body.
- In KS2, pupils observe and interpret a range of investigations well, such as on plants, food, mini beasts and forces. Pupils know the differences between solids, liquids and gases and that heating or cooling can result in changes.
- Towards the end of KS2, pupils have acquired a range of specialist vocabulary and use appropriate scientific terms accurately to describe, both orally and on paper, properties, scientific features and changes.
- Pupils in KS2 benefit greatly from good quality first-hand experiences in the varied habitats available in and around the school campus. They carefully observe and collect mini-beasts in the school grounds, describe their characteristics and classify them (using an identification key on the computer). As a class, they carefully observe the mini-beasts collected under a computer microscope and engage in animated and very well-informed discussions about their collections. Their scientific knowledge and enquiry skills are very well advanced; they have a good understanding of sorting, predicting and what constitutes a fair test. They understand that the accuracy of their results is affected by any small change in the conduct of an experiment.
- In addition to the very good use made of IT in science by pupils in KS2, pupils also make good use of their mathematical skills to enhance their work in the subject. Pupils' work in science is also greatly enhanced by the high quality drawings made of, for example, mini-beasts and plants.

Shortcomings

There are no significant shortcomings.

Design and technology

Standards of achievement are very good in KS1 and KS2.

Good features

- Pupils in KS1 and KS2 undertake wide-ranging, purposeful and in-depth projects which enable them to experience all the stages in the design process.
- Pupils from an early age in KS1 are familiar with the stages in the design process. They sensibly discuss what they are going to make, their designs, the suitability of the materials and the process of making. Their designs on paper include very carefully drawn and labelled diagrams.
- Pupils in KS1 and KS2 have made a wide range of different and purposeful products, including those which having moving parts, such as a paddling boat. Among the other items made recently are different types of puppet, musical instruments, a hip bag, wind chimes and a weather vane. They also work with food, for example, when making a summer salad and pudding. They select from and work with a variety of materials and are very familiar with the concept of fitness for purpose, such as, when they design a rubbish bin.
- Pupils of all ages manipulate a range of tools well and with due attention to safety and hygiene. They respond well, and in coherent and extended forms, when evaluating their designs and products. Very good use is made of IT.
- In KS2, pupils gather information well to help generate new ideas, for example, when making a variety of toys that move from the Victorian age or when designing book covers. They are familiar with developing a prototype and produce very good quality labelled sketches. Pupils persevere well and show a mature ability to explain and justify what is required in their designs. They plan sensibly, often in groups, what they are going to make and how they are going to make it. They join materials very well leading to good quality end products.
- In KS1 and KS2, work in design and technology links meaningfully with pupils' studies in other subjects, such as the study of food in science, measuring and graphical representation in mathematics, Victorian toys in history, research using IT, and close observational drawings of plants and mini beasts in art.

Shortcomings

There are no significant shortcomings.

Information technology

Standards of achievement are very good in KS1 and KS2.

Good features

- Pupils are competent, confident and enthusiastic operators of IT. They benefit from staff who are confident in using and applying IT and who provide many relevant opportunities to use computers as an integral part of their learning.
- Pupils are rapidly building a range of appropriate skills with good continuity and progression from the early years through the school. Pupils collaborate very well in groups and pairs using ICT to support their learning very well across the curriculum.
- Pupils of all ages and abilities load, store and print information. They experiment and select different layouts, typefaces and graphics competently. They load and store information gathered independently using their own files on the hard drive or on to their own personal disc. Pupils make good use of e-mail to contact other pupils in the school and in other schools in the locality and abroad.
- Data handling skills develop systematically and are used effectively across the curriculum. Older KS2 pupils use Excel confidently to process and present the gathered data in a range of graphical forms.
- Younger KS2 pupils have a good understanding of the every day uses of ICT. They are making good progress in their ability to handle and communicate information. For instance, they make very good progress in modifying and manipulating text, using Word and with the aid of an interactive board.
- KS2 pupils in particular make good use of CD-ROMs and the Internet for reference work in a range of subjects. They have well developed research skills, and locate information effectively. Pupils in both key stages make good use of appropriate software in art.
- KS2 pupils use the digital and video cameras proficiently for a range of purposes. For instance, they use them to incorporate images in their PowerPoint presentations. Y6 demonstrate a good awareness of audience as well as competent use of a range of skills when presenting their survey of trees. Older pupils make very good use of a computer microscope to observe and discuss the insects found in the school grounds, and use an identification key on another computer. Their investigatory work in science is greatly enhanced as a result of their IT experiences.

Shortcomings

There are no significant shortcomings.

History

Standards of achievement are good in KS1 and good with some very good features to the work of older pupils in KS2.

Good features

- Pupils demonstrate interest and enthusiasm for history. Their understanding is very well enhanced by visitors and well-planned visits as well as good cross-curricular work. Good opportunities to use IT and in-depth projects such as on the Romans, ensure that pupils have a depth of knowledge and understanding of the period studied.
- KS1 pupils are developing a good awareness of change over time, particularly in their own locality. They identify differences between their own lives and life in Wales in the past. They talk about farming, and are knowledgeable about the artefacts used in farming in the past. They have a good knowledge of people in the past from Wales. They can identify with life in the mines in Victorian Britain from their work on Susan Rees. They answer relevant questions well.
- Throughout KS2, pupils show progress in their historical knowledge and understanding of historical evidence. They are skilled in looking at artefacts and discovering about the past. Older KS2 pupils look at evidence and draw conclusions about the past. They have a good understanding of first and second hand evidence. When investigating aspects of the Victorian era, they build up a good picture of life in those times through investigation and research.
- Older KS2 pupils recall very well aspects of periods studied in the past. For instance, they have a depth of knowledge about the Roman way of life and its effect on Wales. KS2 pupils can discuss in detail many aspects of Victorian life. They have a good understanding of conditions in the locality during the period studied, and write both empathetically and at length. Good cross-curricular links, with language in particular, enhance their knowledge and ability to express themselves well. They have very good chronological awareness and place periods of time in chronological order very well.

Shortcomings

- At times, pupils' enquiry skills in KS1 in particular are less well developed.

Geography

Standards of achievement are good in KS1 and very good KS2.

Good features

- Pupils make very good progress in developing geographical skills across the school. Pupils of all ages and abilities are acquiring very good geographical knowledge of their locality from work in the field. Pupils have very good geographical knowledge of Wales, Europe and the wider world.
- KS1 pupils are developing some very useful mapping skills. Younger KS1 pupils of all abilities identify features on simple plans and maps well. They use a simple key accurately. They have a good ability to identify their position on a plan of the classroom. Older KS1 pupils use a well-developed vocabulary to label features on a map of the

school. They have a good understanding of weather from their research and cross-curricular work.

- Younger KS2 pupils are able to identify features on a map using simple coordinates. Pupils have a very good knowledge of their locality. They can talk about the physical features of the River Tywi and identify the course. They use appropriate geographical vocabulary to describe features of the locality and demonstrate very good understanding of rivers and their development.
- Older KS2 pupils have a very good knowledge of their locality and Wales. In their study of rivers, they apply their geographical, scientific and numeracy skills to ensure a depth of understanding of their local river and its features and compare it with the River Severn. They use aerial photographs competently to identify manmade and natural features of the locality. They discuss environmental issues knowledgeably and give reasons for and against developments in the area.

Shortcomings

There are no significant shortcomings.

Art

Standards of achievement are very good in KS1 and KS2.

Good features

- Pupils in KS1 in KS2 use an extensive range of materials and techniques to express their ideas, for example, through painting, drawing, printing, weaving and collage. They work very well in both two and three dimensions. They inform their making very effectively with investigations from first hand experience in the environment. They work expressively from memory, imagination and observation.
- Pupils have a very good understanding of the purpose of sketch books, and pupils in KS1 and KS2 make highly effective use of them, for example, to record their direct observations in, for example, the school grounds, or on a visit to the Botanical Gardens locally.
- In KS1 and KS2, their colour-mixing skills are developing very well so that they can identify and match the subtlety of colour they see in nature.
- Pupils in KS1 and KS2 are familiar with the work of a large number of artists and various art styles from Wales and other countries, and use their work imaginatively to inspire their own creations. They also benefit greatly from working with local artists.
- KS1 and KS2 pupils confidently and sensitively evaluate their own work and that of their peers.

- There is very good progression in the work, with pupils in KS2 displaying increasingly refined observational skills and good control over their handling of tools and equipment.
- Pupils' work in art both supports and is supported well by their studies across the curriculum, for example, weaving linked to a visit to Henllys Castle and clay models of Roman artefacts, from their work in history.
- Pupils use IT art packages to very good effect.

Shortcomings

There are no significant shortcomings.

Music

Standards of achievement are very good in KS1 and KS2.

Good features

- Music plays a highly significant part in the life and work of the school. They listen attentively to music in classrooms and in whole school gatherings. Pupils are exposed to a variety of high quality recorded music in the school hall during most of each day. In addition, pupils are given a rich repertoire of musical experiences during their stay at this school, including visiting the Brangwyn Hall in Swansea for a classical concert and performing musicals themselves in major public events.
- In KS1 and KS2, they are familiar with a range of different instruments, and all pupils in KS2 are taught to play the recorder which enable them to follow simple music notation. In addition, groups of pupils in KS2 receive additional tuition from visiting musicians on seven different instruments. Pupils make good progress in this work. They concentrate very well and show an appreciation of mood in music during short classroom sessions of listening during 'settling in' periods.
- Pupils in KS1 and KS2 sing a good variety of songs, including rounds, giving very good attention to pitch, rhythm and dynamics. They sing with very good control in response to good direct teaching in the technique of singing. They enjoy exploring a variety of sound sources, can keep a steady rhythm, and record their composition using a simple graphical notation. They participate with enthusiasm and enjoyment in whole school singing sessions.
- From the nursery and reception stages and through KS1, pupils use percussion instruments confidently to create music and form rhythmic patterns in sound. In KS1, pupils work very well in groups, such as when composing an ostinato on the pentatonic scale. This is performed confidently. They respond well to the duration, pace, timbre and dynamics of the music; they recognise repeated patterns. In KS2, pupils compose, perform and evaluate compositions to a very high standard, such as on the theme of the River Tywi. There is good progression in the work.

- In KS2, pupils listen attentively to a wide range of music of different styles and from different cultures and countries, including a rich repertoire of traditional and contemporary Welsh music.
- Pupils in KS1 and KS2 express their emotional response to music effectively. They listen attentively to each other performing and discuss their work using good descriptive vocabulary, appraise each other's performances and compositions sensitively and plan how to improve it. They can notate by using names of notes in a chart framework, and later to follow this notation in groups in a controlled and disciplined way.

Shortcomings

There are no significant shortcomings.

Physical education

Standards of achievement are very good in KS1 and KS2

Good features

- All pupils demonstrate a very good ability to listen to instructions, and act upon them without hesitation, and to work within the parameters of the task with concentration. Pupils demonstrate positive attitudes to this subject.
- In games, younger KS1 pupils are beginning to develop good throwing and catching skills. During the lesson, they improve their ability to throw and catch rings and balls, and can apply these skills to a simple game. Older KS1 pupils of all abilities continue to improve their throwing and catching skills. They receive the ball appropriately and collaborate well in groups. They understand their role in a basic game.
- Younger KS2 pupils develop their athletic skills well. They demonstrate good control, balance and transfer of weight in their long and high jump work. They make good progress in improving and refining their performance in the session.
- In games, older KS2 pupils receive, control and throw the ball accurately. They adjust very well to meeting the ball on the ground and in the air. They apply these skills to the game of cricket and understand the basic rules. More able pupils demonstrate very good individual performances.
- In dance, younger KS2 pupils respond very well to music, demonstrating aesthetic perception of the music. All pupils collaborate very well to move with very good style and form. They show good spatial awareness. In performing, they create a dance to convey ideas and intentions very well, and develop a story within the dance effectively.
- In all lessons observed pupils sustained effort and had a good understanding of the purpose of exercise and its effects on the body.

- The school reports that pupils in Y2 and KS2 make appropriate progress in swimming; the more able make good progress. Extra sessions are provided for pupils who do not progress as quickly as their peers, and this is very good practice.
- Pupils' ability to evaluate their work and that of others in order to improve is well developed.
- Extra-curricular activities make a good contribution to pupils' achievements. The enthusiasm and expertise of the staff, together with the range of sports offered, enhance pupils' standards. A significant number of pupils demonstrate outstanding individual performances in a variety of sports.

Shortcomings

There are no significant shortcomings.

Religious education

Overall, standards of achievement in KS1 and KS2 are good.

Good features

- Pupils in KS1 and KS2 have a generally good knowledge of the traditions and aspects of the Christian faith. Close links and regular visits from local clergy help deepen their understanding of the rituals and festivals associated with Christianity.
- Close links with the local church and chapel give pupils a good understanding of Christian places of worship and their purposes.
- Pupils often talk about moral dilemmas in relation to people less fortunate than themselves. For instance, older KS2 pupils discuss the plight of some people in the third world with empathy and display a good awareness of right and wrong.
- Pupils discuss the importance of keeping class and school rules, and form their own rules. They have a good understanding of values and principles in everyday life.
- In KS1, pupils have a good awareness of the significance of prayer and thanksgiving. They prepare personal prayers to a good standard and read them out clearly and confidently.
- Older KS2 pupils have a good recall of the variety of stories of the Creation from different religions and countries. When discussing a 'Perfect World' they demonstrate a good mature ability to think seriously about aspects of life; the quality of discussion is often good.
- In their study of religious beliefs in relation to other religions, KS2 pupils develop a good knowledge and understanding of aspects of the Sikh faith.

Shortcomings

- Pupils' understanding of other world faiths are limited by a lack of visits to relevant places of worship.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The previous report identified five key issues, namely,

1. *The school and the LEA must discuss and agree on the status of the KS1 Language and Oracy Unit and the use made of it.*

The school has recently been officially informed by the LEA of the role of the Unit and the criteria for accepting pupils into it.

2. *The school must review in detail the role of the SENCO and the use of her time.*

The SENCO is now employed full time at the school and her role has been clarified.

3. *The school must monitor carefully the timetabling for the team teaching in KS1 and KS2, and the effect on:*

- (a) *the nature and range of the recording tasks undertaken in both languages;*
- (b) *the opportunities to work on extended and creative tasks, especially in written work, and to complete them;*
- (c) *the opportunities which exist to review specific elements of the work such as mental work in mathematics and whole class reading activities.*

All elements in this key issue have been achieved.

4. *The promising work already undertaken in the field of assessment must be built on, giving particular attention to methods of responding to pupils' work as a medium for raising standards.*

Good progress has been made in aspects of this key issue, but further work is needed, especially in marking pupils' work in a way which helps them to improve, and in involving them to a greater extent in assessing their own progress leading to target setting.

5. *The nature and breadth of the present experiences in both languages across KS2 must be carefully considered by the school in order to improve pupils' competence in them as they work, and must ensure better balance in the written tasks set in Welsh and English.*

The nature and breadth of the experiences provided in both languages across KS2 have been resolved and there is now a better balance in the written tasks in English and Welsh. However, planning and teaching more precisely to improve pupils' competence in

speaking, reading and writing in both languages across the curriculum , and in Welsh in particular, is a key issue for the school.

8.2 Key issues for action

There is a need to:

- * maintain the high standards achieved and raise standards in the very few subjects and aspects where there are shortcomings, and especially to:
 - focus more precisely in mainstream classes on the planning for and the direct teaching of speaking, reading and writing skills across the curriculum in both languages, and in Welsh in particular;
 - adopt a more focused approach to the day-to-day marking of pupils' work and to write comments in the form of targets which indicate what the individual pupil needs to do to improve;
 - continue to improve the quality of the differentiated work provided for pupils of lower ability in mainstream so as to develop their ability to learn independently;
- * proceed with the plans to implement more stringent security arrangements as identified in the recent LEA risk assessment report;
 - retain the computerised registers of pupils' attendance in printed form as required by the NAW Circular 3/99.

APPENDIX

A. Basic information about the school

Name of School	Nantgaredig Primary
School type	Community
Age-range of pupils	3-11
Address of school	Station Road, Nantgaredig, Carmarthenshire
Post-Code	SA32 7LG
Telephone Number	01267 290444

Headteacher	Mr E.D.G. Morgans
Date of appointment	September 1998
Chair of Governors/ Appropriate Authority	Dr Hedydd Davies
Registered Inspector	Mr D. Gwenallt Rees
Dates of inspection	27 - 31 May 2002

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	28.5	21	29	31	25	31	30	23	218.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	0.8	11.8

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19.5:1
Pupil : adult (fte) ratio in nursery classes	10:1
Pupil : adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	24.6
Teacher (fte) : class ratio	1.18:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Summer Term	95%	95.7%	95.1%	95.3%
Autumn Term	96.5%	97.2%	95.9%	96.6%
Spring Term	93.9%	93.5%	93.9%	93.6%

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2001

National Curriculum Assessment KS 1 Results: 2001		Number of pupils in Y2:25						
Percentage of pupils at each level								
			D	W	1	2	3	4
WELSH	Teacher Assessment	School			8	63	29	
		National	1	2	11	62	24	
	Task/test	School			8	58	33	
		National	1	1	11	62	25	
WE: Oracy	Teacher Assessment	School			13	58	29	
		National	1	2	12	62	23	
	Task/Test	School			13	63	25	
		National	1	1	12	62	24	
WE: Reading	Teacher Assessment	School			17	63	21	
		National	1	2	17	56	24	
	Task/Test	School			17	50	33	
		National	1	2	17	52	28	
WE: Writing	Teacher Assessment	School		4	17	71	8	
		National	1	3	21	64	11	
MATHEMATICS	Teacher Assessment	School			16	60	24	
		National		2	9	60	29	
	Task/Test	School			12	48	40	
		National		2	6	56	36	
SCIENCE	Teacher Assessment	School		4	24	48	24	
		National		2	10	67	21	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	72%	In Wales:	81%

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

END OF KEY STAGE 2: 2001

National Curriculum Assessment KS 2 Results: 2001							Number of pupils in Y6: 23					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School					4.3		8.7	56.5	30.4	
		National			1		1	6	19	48	25	
	Test/Task	School			4.3				21.7	47.8	26.1	
		National		2	2			4	14	47	31	
Welsh	Teacher assessment	School	4.3				4.3		13	30.4	47.8	
		National	1				1	4	24	49	21	
	Test/Task	School	4.3		4.3				21.7	21.7	47.8	
		National	1	2		1		3	22	48	23	
Mathematics	Teacher assessment	School					4.3		13	43.5	39.1	
		National	1		1			4	19	47	28	
	Test/Task	School			4.3				13	43.5	39.1	
		National	1	2	1	1		4	18	42	32	
Science	Teacher assessment	School					4.3			56.5	39.1	
		National			1			3	15	52	29	
	Test/Task	School			4.3				8.7	52.2	34.8	
		National	1	2				2	13	51	31	

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:	82.6%	In the school:	73.9%
In Wales:	68%	In Wales:	68%

- 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

D. Evidence base of the inspection

- the team of three inspectors, between them, spent 11 days in the school;
- aspects of the life and work of the school were discussed in pre-inspection meetings with the teachers, head, governors and parents;
- questionnaires from around 58% of families were received and analysed;
- forms and documents produced by the school were examined;
- the minutes of meetings and documents relating to the financial management of the school were scrutinised;
- discussions were held with pupils, staff and the head;
- pupils were observed in different situations throughout each day;
- pupils were heard reading and were examined in their knowledge and understanding of all subjects of the NC and religious education;
- a wide range of pupils' work completed during the school year was examined;
- attendance registers, pupils' records and teachers' assessments and planning files were inspected;
- inspectors attended daily acts of collective worship.

E. Composition and responsibilities of the inspection team

Mr D.G.H. Rees (Registered Inspector): Introduction, Main Findings, Standards, Teaching, Curriculum, Management (6.1, 6.2, 6.3), Welsh, Mathematics, Science, Design and Technology, Art, Music, School Improvement, Key Issues, Appendix.

Mrs D.Parris (Team Inspector): Spiritual, Moral, Social, and Cultural Development, SEN, Assessment, Recording and Reporting, Under Fives, English, IT, History, Geography, Physical Education, Religious Education.

Mr J.E James (Lay Inspector): Behaviour and Attitudes, Attendance, Support, Guidance and Pupils' Welfare, Partnership with Parents, Community, Schools and Other Institutions, Partnership with Industry.

The inspectors wish to express their thanks to the headteacher, staff, governors, parents and pupils for their courtesy and co-operation throughout the inspection.