

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

**Nantygroes Primary School  
Milo  
Llandybie  
Carmarthenshire  
SA18 3NZ**

**School Number: 669/2056**

**Date of Inspection: 24 – 26 January 2005**

**by**

**Jean Marshall  
W190 / 78668**

**Date: 30 March 2005**

**Under Estyn contract number: T/132/04P**

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

The inspection of Nantygroes Primary School took place between 24 and 26 January, 2005. An independent team of inspectors, led by Jean Marshall undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

### **Year groups and key stages**

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of

continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	6
<b>Summary</b>	8
<b>Recommendations</b>	14

<b>Standards</b>	15
Key question 1: How well do learners achieve?	15
<b>The quality of education and training</b>	18
Key question 2: How effective are teaching, training and assessment?	18
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community	20
Key question 4: How well are learners cared for, guided and supported?	22
<b>Leadership and management</b>	24
Key question 5: How effective are leadership and strategic management?	24
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	26
Key question 7: How efficient are leaders and managers in using resources?	28
<b>Standards achieved in subjects and areas of learning</b>	29
Children Under Five	29
Welsh	31
Mathematics	33
Science	35
History	37
Art	39
<b>The school's response to the inspection</b>	40
<b>Appendices</b>	41
A Basic information about the school	41
B School data and indicators	42
C National Curriculum assessments results	43
D Evidence base of the inspection	44
E Composition and responsibilities of the inspection team	45

## Context

### Nature of the provider

1. Nantygroes primary school is located in the small village of Milo, near Llandybie in Carmarthenshire. The school serves the villages of Milo and Carmel. Children are admitted to school on a full-time basis at the beginning of the term of their 4th birthday. During the inspection, there were 30 pupils on the school register.

2. Although the vast majority of pupils [90%] come from homes where English is the main medium of communication, according to the school, 80% of them speak Welsh fluently. The school is a designated bilingual school; Welsh is the main medium of teaching and learning in key stage 1 and Welsh and English are used in key stage 2.
3. Eight of the pupils [26%] have been identified as pupils with special educational needs and one of them has a statement of special educational needs. 16 % of the pupils are entitled to receive free school meals, a figure that is slightly smaller than the percentage for Carmarthenshire and Wales.
4. Because of the reduction in the number of pupils a teacher was re-deployed in December 2004, and pupils are currently taught by the head and one assistant teacher. The head was appointed to his post in April 2004; the school was last inspected in February 1999.

<b>The school's priorities and targets</b>
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5. According to the Development Plan, the school's priorities for the year 2004-2005 are:
  - improving standards in Welsh and English in key stage 1 and key stage 2, paying particular attention to reading;
  - installing 'Broadband' and reorganising the location of computers throughout the school;
  - completing the task of reviewing and adapting school policies by following the pattern of examples provided by the authority;
  - arranging training to develop the competence of a staff member who has recently moved from key stage 1 to teach key stage 2 pupils.

## Summary

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

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

## Standards

7. Standards of achievement in the lessons observed were as follows:

<b>Pupils' standards of achievement</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	0%	33%	56%	11%	0%

8. The general quality of the provision for children under five is appropriate to their needs, and they make good progress in relation to the Desirable Outcomes for Children's Learning.

9. Standards of achievement for the children under five were as follows:

<b>Area of learning</b>	<b>Grade</b>
Language, literacy and communication	3
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	3

10. In key stage 1 and key stage 2, standards in the subjects inspected were judged to be as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	4	4
Mathematics	3	3
Science	2	2
History	2	3
Art	2	2

11. Children under five make appropriate progress in the key skills of listening and speaking, reading and early writing, numeracy and the use of information and communication technology.
12. The standards achieved and the progress made by key stage 2 pupils in the key skills of listening and speaking, reading and writing in English across the curriculum are generally good.
13. Pupils in key stage 1 and key stage 2 make full and effective use of their skills in information and communication technology in the majority of the curriculum subjects. Although there are a number of good features in the use made by pupils of key numeracy skills across the curriculum, their ability to solve problems independently is not sufficiently developed.
14. In key stage 1 and key stage 2, the standards achieved and the progress made by pupils in Welsh and in the key bilingual skills across the curriculum are deficient. The pupils are not confident or fluent when using the Welsh language. Nevertheless, they make good progress in their knowledge and

understanding of the Cwricwlwm Cymreig and have a strong awareness of their Welsh identity.

15. Pupils with special educational needs make good progress both educationally and socially. They achieve the targets set for them.
16. Pupils' personal and social skills are developing well.
17. In key stage 1 and key stage 2, the school's results in the National Curriculum assessments for 2004 were close to or higher than those for similar schools in mathematics, science, and English in key stage 2. The school's results in Welsh were significantly lower than those for similar schools.
18. When opportunities are provided for them, the vast majority of pupils can work independently. Their ability to carry out research independently and to make decisions has not been developed adequately.
19. Pupils' behaviour is good. They display a great deal of self-discipline and are courteous and considerate of others.
20. The average attendance for the three terms preceding the inspection was 96%, which is higher than national and county levels.

### **Quality of teaching and training**

21. The quality of teaching was judged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
20%	43%	37%	0%	0%

22. The percentage of lessons where the standard of teaching is grade 3 or better is higher than the 95% target set by the Welsh Assembly Government and the percentage of lessons which are grade 2 or better is higher than the target of 50 per cent set by the Welsh Assembly Government.
23. In 63% of the lessons observed, the teaching had good or excellent characteristics. These lessons were planned thoroughly and presented at an appropriate pace. By establishing good relationships between pupils and adults, a supportive working ethos was successfully established. Effective use was made of a range of teaching methods and the aims of the lessons were made clear to pupils.
24. In the lessons where there were shortcomings, the teachers' expectations were too low and the excessive use made of prepared worksheets had a negative effect on pupils' ability to produce creative and extended work.
25. The teachers promote and encourage the development of pupils' bilingual skills by using Welsh incidentally around the school. Welsh is used as the main medium of teaching in key stage 1 and for teaching some subjects in key stage 2, but because of the shortcomings in the pupils' language skills in Welsh, they do not to benefit fully from the provision.

26. The quality of the assessment is good. The reports to parents, which have been revised recently, are of good quality. They contain full details of pupils' achievements in each of the National Curriculum subjects but they do not conform with the statutory requirement to report on statutory assessment results at the end of a key stage.
27. The school provides all pupils with equal access to a good quality curriculum which is broad and balanced.
28. The teachers' short term planning is detailed and useful.
29. Specific use is made of Welsh and English in the teaching in key stage 2. Nevertheless, the school does not plan in sufficient detail to ensure a linguistic balance in the provision. Consequently, pupils' bilingual skills are not fully developed.
30. The learning experiences promote the pupils' spiritual, moral, social and cultural development and give them a clear sense of partnership with the school and their environment.
31. The school co-operates effectively with other nearby schools to arrange in-service training; the school's partnership with the community is good. Pupils' awareness of the world of business is enhanced by inviting visitors to come to school to discuss their work with pupils. The fruit shop which was recently established in the school has raised the awareness of pupils of some aspects of enterprise.
32. The quality of the care, support and guidance provided for pupils is good. The pupils' personal and social development is promoted in a happy and welcoming environment where they feel secure. They are confident and comfortable when seeking advice and guidance from the staff.
33. The school has clear and consistent strategies for establishing good behaviour. Good behaviour is rewarded and there is early intervention in the case of any inappropriate behaviour.
34. Appropriate policies have been adopted for ensuring the welfare, health and safety of pupils and these are effectively implemented by the staff. Pupils are supervised with care during intervals and when they leave school at the end of the day.
35. Staff and visitors park their cars on the school yard, but because there are no barriers to prevent pupils from wandering into the path of vehicles, this situation is dangerous.
36. The provision for pupils with special educational needs is good and fully conforms with the requirements of the Code of Practice.
37. Suitable policies have been established and implemented which promote the pupils' understanding and awareness of racial and sexual equality. The school has adopted effective measures to eradicate oppressive behaviour, including

differentiating on the basis of race and bullying. No instances of bullying or harassment were seen during the inspection.

38. The staff exercise care in ensuring that pupils are protected from harm in the classrooms and corridors and on the school yard. However, the steep steps that lead to the school canteen are dangerous for children under five and unsuitable for pupils with physical disabilities.

### **Leadership and management**

39. The quality of the head's leadership is good. He has a clear vision for the school's development and in a comparatively short period of time has established an atmosphere of trust and co-operation between himself and other members of staff. The head and assistant teacher co-operate very effectively as a team. They share leadership and curriculum responsibilities and exchange classes regularly.
40. Following an evaluation of the whole school, specific priorities have been established to improve the educational provision and to raise standards. The targets set as a result of the evaluation are not quantifiable and there are no detailed spending plans associated with these developments.
41. The governors are very supportive of the school. They meet on a regular basis and receive detailed reports from the head. Nevertheless, their role from the standpoint of the self-evaluation programme or the arrangements relating to the school development plan has not been developed adequately.
42. The school prospectus, which has been updated recently, contains useful information about the school, but neither this document nor the governor's report to parents includes all the information required by statute.
43. The governors receive regular self-evaluation reports from the head, but to date they do not have an input to the evaluation process. As yet, the self-evaluation arrangements do not include the observation of lessons in order to evaluate the quality of the teaching and learning in the various subjects.
44. A School Council has recently been established to provide opportunities for pupils to express opinions and to make decisions about aspects of the work of the school.
45. Good attention has been paid to the key issues identified in the report of the last school inspection. The progress made is generally good.
46. The school's staffing is adequate and the teachers' qualifications are appropriate for teaching every aspect of the curriculum. The special needs assistant and the classroom assistant for the children under five carry out their duties well and conscientiously.
47. The school is well provided in terms of resources across all areas of the curriculum; most are of good quality and are used effectively. Nevertheless,

when pupils search for information on the various subjects, insufficient use is made of reference books although they are located centrally and conveniently.

48. The teaching areas are adequate in size but because there is no school hall or room which is big enough, the school is unable to meet all the requirements of the programme of study in physical education
49. Their head and governors ensure value-for-money by carrying out a regular review of the use of resources, including the financial resources which are available to the school. The process of re-deployment of a member of staff, which was completed during the autumn term 2004, had a damaging effect on the current financial provision in the school.

## Recommendations

In order to improve, the school needs to:

- R1. improve standards in Welsh and in the use of Welsh across the curriculum in key stage 2;
- R2. improve standards of achievement in mathematics in key stage 1 and key stage 2, and in history in key stage 2 by attending to the shortcomings identified and maintain standards in the subjects and areas in which good standards are achieved;
- R3. revise and adapt its language planning in order to ensure a balance between teaching through the medium of English and teaching through the medium of Welsh across the curriculum in key stage 2;
- R4. further develop the self-evaluation process by:
  - observing lessons in order to evaluate the curriculum provision, the learning and the teaching;
  - ensuring that the governing body is given a practical role in the process;
- R5. improve the school's strategic management by:

- conforming with the statutory requirements in respect of the contents of the school prospectus and the governors' report to parents;
- adapting and refining the School Development Plan to include quantitative targets for improvement, and preparing more detailed spending plans for the identified priorities;

R6. attend to the health and safety issues identified in the body of the report, as they were reported to the governing body.

*The governing body is responsible for modifying its current development plan to include the steps that are to be taken to respond to the recommendations within a period of 45 working days from the date on which the school receives the report. This will need to show what action the school intends to take to deal with the recommendations. This plan, or a synopsis of it, will be distributed to all the school's parents.*

## Standards

### Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

50. The inspection team's judgement does not agree with the grade 2 judgement made by the school in its self evaluation report. There are important shortcomings in standards in Welsh and in the use of Welsh across the curriculum at key stage 2.

51. Standards of achievement in the lessons observed were as follows:

Pupils' Standards of Achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	33%	56%	11%	0%

52. The general quality of the educational provision for the children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.

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

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

Creative development	3
Physical development	2

54. In key stage 1 and key stage 2, in the subjects and areas inspected, standards of achievement were as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	4	4
Mathematics	3	3
Science	2	2
History	2	3
Art	2	2

55. Pupils with special educational needs make good progress both educationally and socially. They achieve the targets set for them.
56. The children under five make appropriate progress in the key skills of listening and speaking, reading and writing in the early stages, in numeracy and in the use of information technology and communication.
57. In key stage 2, pupils' standards and progress in the key skills of speaking and listening, reading and writing across the curriculum in English are good. They listen attentively and speak clearly and confidently. They read with fluency to find information and write in a variety of different forms. Nevertheless, an over-dependence on worksheets restricts and impairs pupils' ability to produce extended pieces of writing in the various subjects.
58. In key stage 1 and key stage 2, pupils' standards and progress in Welsh and in their bilingual skills across the curriculum are deficient. The pupils listen attentively during Welsh medium lessons but are not confident or fluent in their use of the language. They do not read a sufficiently wide range of printed resources in Welsh in order to develop their reading skills in a variety of contexts. Pupils' written responses in Welsh are limited.
59. Nevertheless, pupils make good progress in their knowledge and understanding of the Cwricwlwm Cymreig. They have a strong awareness of their Welsh identity, understand what is different about life in Wales, and have a good knowledge of their Welsh heritage and of the culture of Wales.
60. The pupils handle numbers correctly on paper and make good use of their skills to measure and calculate in a variety of subjects. Pupils' ability to handle numbers fluently during mental mathematics work or their ability to solve problems independently has not been developed adequately. The pupils make good use of information and communication technology skills in the majority of subjects.
61. In key stage 1, the school's results in the National Curriculum assessments for 2004 compared well with those for similar schools in mathematics and science, but were substantially lower in Welsh.

62. In key stage 2, the school's results in the National Curriculum assessments for 2004 in science were in the upper quartile in comparison with similar schools nationally. The results in English and mathematics were higher than the median. The school's results in Welsh were substantially lower than those for similar schools.
63. The vast majority of the pupils work independently when given the opportunity. Their ability to investigate independently and to make decisions has not developed sufficiently.
64. Pupils have a good understanding of what they need to do to improve their work. They have a good awareness of the targets that have been set for them.
65. Pupils behave well. They are courteous and considerate and have a clear understanding of what is expected of them. They move around the school in an orderly manner, and show a great deal of self-discipline. These responsible attitudes have a positive effect on standards and progress.
66. The average attendance for the three terms preceding the inspection was 96%, which is higher than national and county averages. All the pupils attend school regularly and arrive punctually at the beginning of the school day.
67. The pupils' personal and social skills are developing well. They work industriously showing respect for each other. They have an understanding and a respect for different creeds, attitudes and cultural traditions. The pupils are aware of the need to ensure equal opportunities for all and they respect diversity within society.

## **The quality of education and training**

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

Grade 2: Good features and no important shortcomings

68. The inspection team's findings match the judgements made by the school in its self-evaluation report.

69. In the lessons observed, the quality of teaching was judged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
20%	43%	37%	0%	0%

70. The percentage of lessons where the teaching was grade 3 or better is higher than the target of 95% set by the Welsh Assembly Government and the percentage of lessons which are grade 2 or better is higher than the target of 50% set by the Welsh Assembly Government.

71. Relationships between the pupils and adults and between the older and younger children are good. Clear and consistent strategies have been established to control pupils. Teachers deal fairly and at an early stage with any attempt to disrupt the teaching and the school benefits from this.

72. Teachers have a firm knowledge of the National Curriculum subjects. Effective use is made of teachers' specialist knowledge through the arrangements made to exchange classes on a regular basis.

73. The teachers successfully create a supportive working ethos which ensures that pupils complete work of a standard which matches their age and ability. The lessons are presented at an appropriate pace and good use is made of the classroom assistant.

74. All lessons are prepared thoroughly and lesson aims are clearly set out for pupils. The expected outcomes are listed and personal targets are set for measuring the achievements of pupils. Effective use is made of a range of teaching methods which promotes the pupils' achievements and extends their understanding of the work.

75. In the lessons where there are shortcomings in the teaching, teachers' expectations are too low and the tasks set are not challenging enough for the more able pupils. The excessive use of prepared worksheets has a negative effect on pupils' ability to produce creative and extended work.

76. The teachers promote and encourage the development of the pupils' bilingual skills by using Welsh incidentally about the school. Welsh is used as the main medium of teaching in key stage 1 and for teaching some subjects in key stage 2. However, because of the shortcomings in the pupils' linguistic skills in Welsh, they do not benefit fully from the provision.

77. The quality of the assessment is good. An improved assessment scheme was introduced at the beginning of the present school year. The assessment process is more comprehensive than is required by statute. Each child has an

individual portfolio of work which includes samples of work levelled according to the National Curriculum levels.

78. Pupils' work is marked regularly. Teachers offer comments which in general provide guidance and encouragement. The pupils are encouraged to set personal targets and to accept responsibility for their own learning by evaluating whether or not they have achieved the set targets. This procedure is not yet fully established, but there are instances of good practice in the work of some pupils.
79. The reports to parents, which have been revised recently, are of good quality. They include full details of pupils' achievements in the areas of learning for the children under five and in each of the National Curriculum subjects. They also include details about pupils' personal attitudes, behaviour and attendance. The current arrangements do not meet the statutory requirement to report at the end of each key stage.
80. The parents respond positively to the arrangements made to hold two open evenings every year so that they can discuss their children's progress and achievements. They appreciate the other opportunities provided for them to discuss their children's work when the need arises.

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

Grade 2: Good features and no important shortcomings.

81. The inspection team's findings match the judgements made by the school in its self-evaluation report.
82. The school provides equal access to a curriculum that is broad, balanced and of good quality. The curriculum responds appropriately to the requirements of the Desirable Outcomes for Children's Learning and to all the requirements of the National Curriculum Programmes of Study through the schemes of work provided.
83. The teachers' short term planning is detailed and useful. The planning for the development of the key skills across the curriculum is appropriate.
84. Specific use is made of both Welsh and English in the teaching in key stage 2. However, the planning is not detailed enough to ensure linguistic balance and

to promote better standards of achievement in some subjects. Consequently, the school does not fully develop pupils' bilingual skills.

85. Appropriate attention is given to the Welsh dimension in the curriculum, and pupils' experiences are enriched by visits and studies in their own locality. Extra curricular activities are limited, in the main, to activities organised by the school branch of Urdd Gobaith Cymru.
86. The learning experiences provided promote the pupils' spiritual, moral, social and cultural development and gives them a clear sense of partnership with the school and its environment. The corporate acts of worship conform with the statutory requirements. They provide opportunities for pupils to reflect and contribute well to their spiritual development. Through their studies of various religious festivals, pupils become aware of the practices and traditions of other religions.
87. A good number of parents and the wider community support the Parents' Association which contributes generously to school funds so that resources can be provided to support the teaching. They also sponsor activities which enrich the pupils' experiences.
88. The school co-operates effectively with other nearby schools to arrange joint in-service training sessions. The partnership with the secondary school to which pupils transfer at the end of key stage 2 is effective. The school is used by Trinity College, Carmarthen to train teachers.
89. The school's partnership with the community is good. Concerts are held in the local chapel and the school co-operates closely with the community to develop a website which contains useful information about the school and the district. Regular articles about the school appear in the local press.
90. The school has benefited from the sponsorship it has received from companies such as Exxon Mobil and Barclays Bank. Pupils' awareness of the world of business has been raised by arranging for visitors to come to the school to discuss their work with pupils. The recently established fruit shop has raised some pupils' awareness of the world of enterprise.
91. The school succeeds in raising pupils' awareness and understanding of sustainable development through its involvement in a paper recycling project and through being part of the Eco Schools projects.

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

Grade 3: Good features outweigh shortcomings.

92. The inspection team's judgement is different from the grade 2 judgement in the school's self-evaluation report. Although there are many good features regarding the care, guidance and support provided for pupils, the danger to pupils caused by vehicles parking on the school yard is an important shortcoming.
93. The quality of the care, support and guidance provided for pupils is good. Pupils' personal and educational development is fostered in a happy and welcoming atmosphere where pupils feel secure. They are confident and comfortable when seeking the advice and guidance of staff.
94. The school co-operates closely and effectively with parents. The good relationships which exist between parents and the school are reflected in the positive comments received from parents during the inspection.
95. An effective settling in programme has been established to help pupils who attend school on a part-time basis to settle in during their first week. A voluntary Ysgol Feithrin has been established recently in a vacant classroom and this enables the children to become familiar with the school before commencing their career as pupils. The arrangements for transferring year 6 pupils to secondary school are effective.
96. Personal support and guidance of high quality is provided for pupils. Their personal and social development is promoted effectively through their involvement in activities such as Healthy Schools and the School Council.
97. The school's arrangements meet all the statutory requirements for registering pupils' attendance. Effective arrangements have been made to promote attendance and punctuality and to monitor the provision.

98. The school has adopted clear and consistent strategies for ensuring good behaviour. There is an emphasis on acknowledging good behaviour, and any instances of inappropriate behaviour are dealt with at an early stage. Pupils' progress is not affected in any significant way by inappropriate behaviour.
99. Appropriate policies have been adopted for ensuring the welfare, health and safety of pupils and these are implemented thoroughly by all members of staff. Pupils are supervised carefully during the intervals and as they leave the school at the end of the day.
100. Staff and visitors park their cars on the schoolyard, but because there are no barriers to prevent pupils from wandering into the path of vehicles, this situation is dangerous.
101. A suitable policy, which is in accordance with the statutory requirements for child-protection, has been adopted, and two members of the governing body have received training in the requirements. All the staff and governors are aware of the appropriate steps to be taken to protect children from being mistreated.
102. The provision for pupils with special educational needs is good and conforms in full with the requirements of the Code of Practice. The teachers and support staff know the pupils well and are very aware of their needs. The individual education plans prepared for these pupils are well organised and up-to-date and include targets and suitable indicators of success with which the staff and parents are familiar.
103. Pupils' needs are successfully identified at an early stage and additional support is provided to meet the needs of individual pupils. The head is the co-ordinator for special educational needs and he consults on a regular basis with teachers, parents and county agencies. The list of pupils with educational needs and the provision made for them are also reviewed regularly and effectively.
104. Appropriate policies which promote the pupils' awareness of racial and sexual equality have been established and are implemented. Careful consideration is given to the background of every pupil and appropriate support and guidance given to each individual.
105. The school has adopted effective measures to eliminate oppressive behaviour which include differentiating on the basis of race and bullying. No instances of bullying were seen during the inspection. Pupils' understanding and awareness of racial equality is developed effectively.
106. The school has numerous policies which promote diversity and equal opportunities for all pupils. This area of the school's work is monitored regularly and, when necessary, steps are taken to deal with any matters arising.
107. All the staff exercise great care to protect pupils from harm in the classrooms, the corridors and on the school yard. Nevertheless, the steep steps that lead to the school canteen are dangerous for the children under five and are totally unsuitable for pupils with physical disabilities.

## Leadership and management

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

Grade 3: Good features outweighing shortcomings.

108. The inspection team's judgements are different from the grade 2 judgement included by the school in its self-evaluation report. Neither the school prospectus nor the governor's report to parents includes all the information required by statute and this is an important shortcoming.
109. The quality of their head's leadership is good. He has a clear vision for the development of the school and in a short period of time has successfully established an atmosphere of trust between himself and other members of staff. The head and assistant teacher work together effectively as a team, sharing all curricular and managerial responsibilities and exchanging classes on a regular basis.
110. The staff co-operate effectively in responding to local and national priorities. The school has recently joined the Healthy Schools scheme and a School Council has been established. These activities provide valuable opportunities for pupils to contribute to the decisions which affect them.
111. The school co-operates effectively with nearby schools to arrange in-service training sessions. These courses have had a positive effect on the educational provision and on standards.
112. A wide range of managerial policies have been reviewed and modified recently and the governors are currently involved in discussing and adopting them. The values which are embodied in these policies help to promote equal opportunities in every aspect of the school's work.
113. Appropriate job descriptions have been provided for each member of staff, and effective performance management procedures established. Because the school has operated for a period without a head, to date these arrangements have had little effect on school procedures and on the pupils' standards of achievement.
114. Following a whole school evaluation, specific priorities have been identified to improve the educational provision and to raise standards. The targets identified in the School Development Plan are not quantifiable and there are no detailed spending plans for the proposed developments.
115. The governors are very supportive of the school. They meet regularly and receive detailed reports from their head. A number of them have attended relevant training courses, but their role in relation to the school's self-evaluation arrangements and the programme for implementing the School Development Plan has not been fully developed.

116. The school prospectus has been revised recently and provides useful information about the school. However, neither this document nor the governor's report to parents includes all the information required by statute.
117. The head and governors scrutinise the school budget in detail. They co-operate to ameliorate the effects that the process of re-deployment of a member of staff had on the school's financial resources.

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

Grade 3: Good features outweighing shortcomings.

118. The inspection team's judgements are different from the grade 2 judgement of the school in its self-evaluation report. To date, the school's self-evaluation process has not developed sufficiently to have an effect on standards.
119. The head, staff and governors are committed to improving standards. A comprehensive whole school evaluation was undertaken shortly after the new head teacher was appointed. Subsequently, an evaluation report was produced

which identified strengths and those aspects that require attention. To date, there has not been sufficient time to take the requisite action to resolve the issues that came to light.

120. The governors receive regular self-evaluation reports from the head, but, to date they do not have an input to the self-evaluation process.
121. Of late, detailed arrangements have been made for monitoring and evaluating standards in some areas of the curriculum. Thus far, these arrangements do not include the observation of lessons in order to evaluate the quality of the learning and teaching in the various areas.
122. The subject co-ordinators analyse the results and scripts of the National Curriculum tests to identify shortcomings. The school makes good use of these analyses to plan its activities to set targets for year groups and individuals.
123. The School Development Plan lists a number of priorities and identifies tasks to be completed. The document does not show that the steps taken to implement these priorities have led to any quantifiable improvements.
124. A School Council was established recently which provides valuable opportunities for pupils to express their opinions and make decisions about aspects of the work of the school. To date, this has not developed sufficiently to have an effect on the school's self-evaluation process or on subsequent action plans.
125. The attention given to the key issues identified in the previous reports has been good. Progress is generally good. Standards have been raised in science, art and information technology. The Authority's schemes of work have been adopted; short term plans now clearly identify the learning objectives, assessment opportunities, the development of key skills and differentiated activities in each subject. A safe open-air play area and large toys have been provided for children under five.
126. Since the previous inspection, there have been improvements in the school's arrangements for monitoring and evaluating the curricular provision and in the pupils' standards of achievement. There is a continuing need for this aspect to be developed.
127. Although some changes have been made to the school prospectus and the governors' report to parents they do not yet meet all the statutory requirements.

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

Grade 2: Good features and no important shortcomings.

128. The inspection team's findings match the judgements made by the school in its self-evaluation report.
129. The complement of staff is good and the teachers' qualifications for teaching every aspect of the curriculum are appropriate. The teachers work effectively as a team. They exchange classes regularly when introducing some subjects so as to make the best use of their expertise and interests. They have opportunities to update their skills by attending a range of in service training courses.
130. The special educational needs assistant and the classroom assistant who works with the children under five and in key stage 1, carry out their duties well and conscientiously. They co-operate effectively with the teachers in planning activities, and contribute well to the support provided for pupils with special educational needs and to the experiences provided for the children under five.
131. The resources provided across all areas of the curriculum are good; the vast majority are of good quality and are used effectively. However, insufficient use is made of the reference books, which are located in a central and convenient position, as the pupils' search for information in the various subjects.
132. The classrooms are of adequate size; the quality of the displays in them is good and these are used effectively to promote to the learning. Because there is no hall

or room of sufficient size, the school is not able to meet all the requirements of the physical education programmes of study

133. Since the previous inspection, a secure, enclosed play area has been provided for the children under five. They have a good provision of large toys but these do not include toys which enable them to undertake climbing activities.
134. The school yard and the land surrounding the school are adequate for the number of pupils in the school. The school building and site are kept in a clean and tidy condition and used effectively.
135. The governors and head ensure that the school provides value for money by regularly reviewing the use made of resources, including the financial resources. The re-deployment process because of excessive staffing levels at the end of the 2003-04 school year has had a damaging effect on the school's current financial position.

### **Standards achieved in the subject areas of learning**

#### **Provision for the Children Under Five**

136. The children under five are educated in the same classroom as the key stage 1 pupils. The educational provision for them is appropriate and promotes the Desirable Outcomes for Children's Learning.
137. The standards achieved by the children under five are as follows:

<b>Area of Learning in the Desirable Outcomes for Children's Learning</b>	<b>Grade</b>
Language, literacy and communication	Grade 3: Good features outweigh shortcomings
Personal and Social Development	Grade 2: Good features and no important shortcomings
Mathematical Development	Grade 2: Good features and no important shortcomings
Knowledge and Understanding of the World	Grade 2: Good features and no important shortcomings
Physical Development	Grade 3: Good features outweigh shortcomings
Creative Development	Grade 2: Good features and no important shortcomings

#### **Good features**

138. The children talk confidently in English, which is their mother tongue, about their experiences. They recognise and write their first names independently. They listen attentively to presentations in Welsh and follow the instructions correctly. They make good progress in their understanding of Welsh.

139. In general, they play and co-operate happily together and with the pupils of Year 1 and Year 2, sharing apparatus and resources. They persevere with their tasks and show a good level of independence when involved in their activities. All the children respond positively to the new language experiences that they receive.
140. They understand the purpose of money and use coins correctly when buying objects in the classroom shop. The vast majority recognise numbers up to ten and match objects with numbers. They understand the difference between large and small, long and short, and identify and name simple two dimensional shapes.
141. Pupils' knowledge and understanding of the world is promoted as they share some activities with pupils from Key Stage 1. They discuss the weather, and sort a range of common materials such as wood, plastic and metal into different sets.
142. They handle apparatus such as crayons, pencils and scissors with ease and can deal skilfully with modelling and building equipment.
143. The children join in enthusiastically during music lessons with pupils from Key Stage 1. They understand how to handle clay to make simple models and patterns. They use paint and crayons to produce pictures. They discuss their work and explain the steps they have followed clearly.

### **Shortcomings**

144. The children do not produce their own stories orally and do not participate confidently in role play.
145. The children's experiences with balancing and climbing apparatus to develop their physical skills is too limited.
146. The play activities provided are not sufficiently structured to develop important basic skills.

<b>Welsh</b>
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**Key Stage 1** – Grade 4: Some good features, but shortcomings in important areas.

**Key Stage 2** – Grade 4: Some good features, but shortcomings in important areas.

### **Good features**

147. In key stage 1, pupils write short, simple sentences and produce stories with appropriate progression. The more able pupils vary their sentence patterns and in general punctuate and use capital letters correctly.
148. A small minority of pupils in key stage 2 respond confidently when talking informally. The vast majority of the pupils understand and respond to questions using a restricted range of sentence patterns.
149. The vast majority of pupils in key stage 2 read their own work accurately and easily. A small minority of pupils at the upper end of the school read simple books fluently and with appropriate intonation.
150. Key stage 2 pupils complete language exercises and write simple sentences, following basic patterns.

### **Shortcomings**

151. In both key stages, pupils do not have sufficient mastery of the syntax and patterns of Welsh to enable them to respond easily and effectively, either when speaking or writing. By the end of key stage 2, the pupils do not use the language confidently or fluently.
152. Pupils' reading is slow and stilted; their expression does not succeed in maintaining interest or conveying meaning. The range of their reading is limited and frequently pupils do not understand the material they are reading.
153. Key stage 1 pupils do not produce pieces of free, coherent writing frequently enough.
154. With the exception of a small core of pupils in Year 6, the written work of pupils in key stage 2 is limited and full of basic errors.

155. Pupils in key stage 2 do not have the range of vocabulary or the accuracy of syntax to enable them to write successfully and to an acceptable standard of correctness. They do not write in a sufficiently wide range of forms and for a variety of audiences.

## Mathematics

**Key Stage 1** – Grade 3: Good features outweigh shortcomings.

**Key Stage 2** – Grade 3: Good features outweigh shortcomings.

### Good features

156. In key stage 1, the vast majority of pupils confidently recall addition and subtraction facts involving numbers up to ten. They count on in steps of various sizes and identify simple number sequences. They make consistent use of a hundred square to help them carry out calculations and to discover some number patterns.
157. By Year 2, pupils identify all the various coins and understand their value. In the context of shopping, they calculate the total cost of objects correctly and with support they can give change from £1.
158. They identify common two and three dimensional shapes and can classify simple shapes on the basis of their attributes. They identify right angles within shapes.
159. In Key Stage 2, pupils double and halve simple numbers with ease and identify number sequences including those involving odd and even numbers.
160. The pupils' understanding of place value, when using numbers with up to four digits, is secure. The vast majority handle the addition, subtraction, multiplication and division processes effectively on paper.
161. Year 3 and Year 4 pupils understand and use simple fractions correctly. By Year 5 and Year 6, the more able pupils understand the relationship between fractions, percentages and decimals and carry out calculations involving conversion from one to another correctly.
162. Pupils select the units of measure that they require in a variety of contexts. They estimate and measure the length of objects carefully and accurately. They know how to calculate the perimeter of a shape by using a simple formula. The more able pupils name and describe different kinds of triangles.
163. Pupils collect data and record them systematically using tables and block and line graphs. They analyse and interpret the data effectively.

### Shortcomings

164. In key stage 1, pupils' understanding of simple number bonds is not sufficiently secure.
165. Neither key stage 1 nor key stage 2 pupils use and apply their mathematical knowledge confidently when solving problems.

166. A significant number of pupils in key stage 2 lack confidence when calculating mentally and their ability to use appropriate strategies to help them is not sufficiently developed.
167. In key stage 2, the older pupils have an insecure knowledge and understanding of some of the multiplication tables.

<b>Science</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings.

**Key Stage 2** – Grade 2: Good features and no important shortcomings.

### **Good features**

168. In key stage 1 pupils' knowledge and understanding of the world around them is developing well.
169. Pupils make careful observations and describe the characteristics of objects with accuracy. They predict possible outcomes and come to sensible conclusions.
170. Their basic knowledge of life processes and of materials and their characteristics is good. They sort a variety of materials and name the main external parts of the body.
171. The pupils are aware of building materials. They name common materials such as metal, plastic, wood, paper and stone, and know that some of these materials come from natural sources.
172. The pupils know about the importance of eating healthily and can describe the different periods in the lives of people.
173. In key stage 2, a substantial amount of work has been completed.
174. Pupils' research skills are continuing to develop. They observe, predict and question and set up a test to prove or disprove a theory.
175. The pupils complete some challenging work and are aware of the basic principles of science, such as a fair testing and controlling variables. The more able pupils record their observations and measurements clearly, interpret their results and check their predictions.
176. During classroom discussions, the more able pupils use scientific terminology correctly. They recall factual knowledge, and have a level of understanding appropriate for their age and ability.
177. Pupils understand the importance of healthy eating and know about the nutrients which are essential for good health. The more able pupils discuss these matters with understanding and conviction.
178. In producing a Light and Sound display of good quality, the pupils show that they have a good understanding of these topics.
179. The work completed in both key stages makes good use of the key skills, including the use of information technology.

### **Shortcomings**

180. When recording their work, a small minority of key stage 1 and key stage 2 pupils experience difficulty in expressing themselves fully, either orally or on paper.

## History

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

**Key Stage 2** – Grade 3: Good features outweigh shortcomings.

### **Good features**

181. Key stage 1 pupils have a good understanding of the concepts of old / new and similar / different. They set out events and objects in sequence and use everyday language with accuracy to describe the passage of time.
182. They make good use of their limited vocabulary when describing and explaining the purpose of historical artefacts from the Welsh homes before the middle of

the last century. They know that old objects need to be respected and treated with care.

183. They have a firm understanding of how family life and household appliances have changed since the childhood of their forefathers from the last century. They can make good comparisons between life in those days and life in their own times.
184. They have an awareness of important events which have taken place during their own lifetimes and can interpret these in relation to a time line.
185. In key stage 2, pupils have a good awareness of important events in history and of their effects on present day life.
186. They have a clear understanding of chronology, and a few of the more able pupils discuss historical events within their context.
187. They know about the way of life and the war tactics used by the Celts, and have some understanding and awareness of the influence of the Celts on history.
188. The pupils research effectively to find information on internet sites and make purposeful use of information technology.

### **Shortcomings**

189. In key stage 2, the amount of work completed is insufficient.
190. An over-dependence on worksheets, along with some pupils' lack of ability in Welsh, impair the standard of the work..
191. In key stage 2, pupils do not make effective use of information they have gathered from a variety of sources.

<b>Art</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings.

**Key Stage 2** – Grade 2: Good features and no important shortcomings.

**Good features**

192. In key stage 1, pupils use a suitable range of different media to produce a variety of paintings, models and fabric work.
193. Pupils' observational skills are good. They observe with care and record patterns from buildings using pencils to create patterns, tone and colour effectively.
194. They mix the basic colours to produce a variety of shades.
195. Pupils are introduced at an early stage to the work of artists and are encouraged to emulate some of their work in clay and pictures.
196. In key stage 2, all the pupils have a personal book for recording a variety of work. They record direct observations and from their imagination.
197. Pupils study the work of modern artists such as Ogwyn Davies and Kevin Burgess. They produce good emulations of the work of Andy Warhol through

the medium of electronic paintings. They use Curnow Vosper's famous painting of Capel Salem as a stimulus for detailed observation.

198. A collection of paintings has been produced showing the effective use of a variety of media. The pupils produce special-effects by using pencil and charcoal, and demonstrate the use of light and heavy shading to convey line, light and shade. They make effective use of a digital camera to enrich their studies.
199. The pupils produce three-dimensional models using a variety of materials such as clay, straw, paper and cardboard. Some of the models produced are of good quality.

### **Shortcomings**

200. There are no important shortcomings.

### **The school's response to the report**

201. The staff and governors, in studying the findings of the inspection, agree that it is a fair reflection of Ysgol Nantygroes. The findings and views of the inspection team correspond largely with those of the school in the self evaluation.
202. Opportunities arose throughout the process for us as head, staff and governors, to discuss a number of relevant aspects with the team. I believe that this opportunity for discussion is essential in a school inspection, as both the staff and inspection team benefited from gathering information and concluding on school matters.
203. The report highlights a number of positive and effective aspects in our school, with aspects to be further developed also noted. This is valued, especially as we are embarking on a new beginning at our school. I believe that the report sets a firm and effective foundation for the school to progress.
204. School staff and governors will collaborate to ensure that we focus on the recommendations. We are all agreed that Ysgol Nantygroes is an instrumental part of our community, and the challenge facing us now is to further develop and affirm the school as an effective and positive institution within our society.

## Appendix A

### Basic information about the school

Name of school	Ysgol Nantygroes
Type of school	County primary designated bilingual school
Age range of pupils	3-11
School address	Milo Llandybie Carmarthenshire
Post code	SA18 3NZ
Phone number	01269 842946

Headteacher	Mr Elfed Wood
Date of appointment	April 2004
Chair of governors	Mr Tony Stephens
Registered Inspector	Mrs Jean Marshall
Dates of inspection	24-26 January 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		7	3	3	4	5	3	5	30

Total number of teachers			
	Full time	Part-time	Full time equivalent (fte)
Number of teachers	2	0	2

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil : adult (fte) ratio in nursery classes	0
Pupil : adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	15
Teacher (fte) : class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	D	KS1	KS2	Whole school
Autum 2004	94.3	93.8	97.8	96.3
Summer 2004	96.0	95.9	93.3	94.9
Spring 2004	98.2	96.5	96.1	97.1

Percentage of pupils entitled to free school meals	16%
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Number of pupils excluded during 12 months prior to the inspection	0
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## Appendix C

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

<b>National Curriculum Assessment KS1 Results 2004</b>	Number of pupils in Y2	4
Because the number of pupils eligible to be assessed at the end of Key Stage 1 was less than five, a synopsis of this information is not included		

### National Curriculum Assessment Results End of Key Stage 2:

<b>National Curriculum Assessment KS2 Results 2004</b>	Number of pupils in Y6	8
Because the number of pupils eligible to be assessed at the end of Key Stage 2 was more than four but less than 10, only general performance indicators are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	87.5%	In the school	87.5%
In Wales	76%	In Wales	78%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
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

The inspection was carried out over a period of two and a half days by a team of three inspectors, including the registered inspector, team inspector and lay inspector. The head of the school worked with the team in his role as nominee. During this period:

- 20 sessions were inspected, with the time being shared fairly equally between classes;
- discussions were held with the pupils, the head and all members of staff;
- pupils' knowledge and understanding of the work they had completed was examined;
- the vast majority of the pupils were heard reading in both languages;
- samples of pupils' work were inspected;
- an analysis of the school's policies and plans was carried out, including the teachers' long and short term planning;
- the attendance registers, pupils' records and the teachers' assessment notes were examined;
- detailed attention was given to the school's financial documentation;
- formal meetings were held with the governors before and after the inspection;
- a pre-inspection meeting was arranged for parents and was attended by five of them; ten parents' questionnaires were received and analysed.

## Appendix E

### Composition and responsibilities of the inspection team

Team Member	Responsibilities
Jean Marshall (Registered Inspector)	Context Summary and recommendations Key questions 1, 5, 6 and 7 Children under five, Welsh, mathematics
John Blake (Team Inspector)	Key questions 2, 3 and 4 Science, history and art
Gwilym Davies (Lay Inspector)	Contributing to questions 3, 4, and 7
Elfed Wood	School's nominee

**Contractor** Cwmni Cynnal  
Uned Dechnoleg  
Stryd y Bont  
Llangefni  
Ynys Môn  
LL77 7HL

### Acknowledgement

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

# **SUMMARY REPORT FOR PARENTS**

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

**Nantygroes Primary School  
Milo  
Llandybie  
Carmarthenshire  
SA18 3NZ**

**School Number: 669/2056**

**Date of Inspection: 24 – 26 January 2005**

**by**

**Jean Marshall  
W190 / 78668**

**Date: 30 March 2005**

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

The inspection of Nantygroes Primary School took place between 24 and 26 January, 2005. An independent team of inspectors, led by Jean Marshall undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

### **Year groups and key stages**

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of

continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

**Context**

**Nature of the provider**

1. Nantygroes primary school is located in the small village of Milo, near Llandybie in Carmarthenshire. The school serves the villages of Milo and Carmel. Children are admitted to school on a full-time basis at the beginning of the term of their 4th birthday. During the inspection, there were 30 pupils on the school register.
2. Although the vast majority of pupils [90%] come from homes where English is the main medium of communication, according to the school, 80% of them speak Welsh fluently. The school is a designated bilingual school; Welsh is the main medium of teaching and learning in key stage 1 and Welsh and English are used in key stage 2.
3. Eight of the pupils [26%] have been identified as pupils with special educational needs and one of them has a statement of special educational needs. 16 % of the pupils are entitled to receive free school meals, a figure that is slightly smaller than the percentage for Carmarthenshire and Wales.
4. Because of the reduction in the number of pupils a teacher was re-deployed in December 2004, and pupils are currently taught by the head and one assistant teacher. The head was appointed to his post in April 2004; the school was last inspected in February 1999.

<b>The school's priorities and targets</b>
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5. According to the Development Plan, the school's priorities for the year 2004-2005 are:
  - improving standards in Welsh and English in key stage 1 and key stage 2, paying particular attention to reading;
  - installing 'Broadband' and reorganising the location of computers throughout the school;

- completing the task of reviewing and adapting school policies by following the pattern of examples provided by the authority;
- arranging training to develop the competence of a staff member who has recently moved from key stage 1 to teach key stage 2 pupils.

## Summary

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

Key Question	Grade
1 How well do learners achieve?	3
2 How effective are teaching, the training and assessment?	2
3 How well do the learning experiences meet the needs and interests of the learners and the wider community?	2
4 How well are learners cared for, guided and supported?	3
5 How effective are leadership and strategic management?	3

6	How well do leaders and managers evaluate and improve quality and standards?	3
7	How efficient are leaders and managers in using resources?	2

## Standards

7. Standards of achievement in the lessons observed were as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	33%	56%	11%	0%

8. The general quality of the provision for children under five is appropriate to their needs, and they make good progress in relation to the Desirable Outcomes for Children's Learning.

9. Standards of achievement for the children under five were as follows:

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

10. In key stage 1 and key stage 2, standards in the subjects inspected were judged to be as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	4	4
Mathematics	3	3
Science	2	2
History	2	3
Art	2	2

11. Children under five make appropriate progress in the key skills of listening and speaking, reading and early writing, numeracy and the use of information and communication technology.

12. The standards achieved and the progress made by key stage 2 pupils in the key skills of listening and speaking, reading and writing in English across the curriculum are generally good.

13. Pupils in key stage 1 and key stage 2 make full and effective use of their skills in information and communication technology in the majority of the curriculum subjects. Although there are a number of good features in the use made by pupils of key numeracy skills across the curriculum, their ability to solve problems independently is not sufficiently developed.

14. In key stage 1 and key stage 2, the standards achieved and the progress made by pupils in Welsh and in the key bilingual skills across the curriculum are deficient. The pupils are not confident or fluent when using the Welsh language. Nevertheless, they make good progress in their knowledge and understanding of the Cwricwlwm Cymreig and have a strong awareness of their Welsh identity.
15. Pupils with special educational needs make good progress both educationally and socially. They achieve the targets set for them.
16. Pupils' personal and social skills are developing well.
17. In key stage 1 and key stage 2, the school's results in the National Curriculum assessments for 2004 were close to or higher than those for similar schools in mathematics, science, and English in key stage 2. The school's results in Welsh were significantly lower than those for similar schools.
18. When opportunities are provided for them, the vast majority of pupils can work independently. Their ability to carry out research independently and to make decisions has not been developed adequately.
19. Pupils' behaviour is good. They display a great deal of self-discipline and are courteous and considerate of others.
20. The average attendance for the three terms preceding the inspection was 96%, which is higher than national and county levels.

### **Quality of teaching and training**

21. The quality of teaching was judged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
20%	43%	37%	0%	0%

22. The percentage of lessons where the standard of teaching is grade 3 or better is higher than the 95% target set by the Welsh Assembly Government and the percentage of lessons which are grade 2 or better is higher than the target of 50 per cent set by the Welsh Assembly Government.
23. In 63% of the lessons observed, the teaching had good or excellent characteristics. These lessons were planned thoroughly and presented at an appropriate pace. By establishing good relationships between pupils and adults, a supportive working ethos was successfully established. Effective use was made of a range of teaching methods and the aims of the lessons were made clear to pupils.
24. In the lessons where there were shortcomings, the teachers' expectations were too low and the excessive use made of prepared worksheets had a negative effect on pupils' ability to produce creative and extended work.

25. The teachers promote and encourage the development of pupils' bilingual skills by using Welsh incidentally around the school. Welsh is used as the main medium of teaching in key stage 1 and for teaching some subjects in key stage 2, but because of the shortcomings in the pupils' language skills in Welsh, they do not benefit fully from the provision.
26. The quality of the assessment is good. The reports to parents, which have been revised recently, are of good quality. They contain full details of pupils' achievements in each of the National Curriculum subjects but they do not conform with the statutory requirement to report on statutory assessment results at the end of a key stage.
27. The school provides all pupils with equal access to a good quality curriculum which is broad and balanced.
28. The teachers' short term planning is detailed and useful.
29. Specific use is made of Welsh and English in the teaching in key stage 2. Nevertheless, the school does not plan in sufficient detail to ensure a linguistic balance in the provision. Consequently, pupils' bilingual skills are not fully developed.
30. The learning experiences promote the pupils' spiritual, moral, social and cultural development and give them a clear sense of partnership with the school and their environment.
31. The school co-operates effectively with other nearby schools to arrange in-service training; the school's partnership with the community is good. Pupils' awareness of the world of business is enhanced by inviting visitors to come to school to discuss their work with pupils. The fruit shop which was recently established in the school has raised the awareness of pupils of some aspects of enterprise.
32. The quality of the care, support and guidance provided for pupils is good. The pupils' personal and social development is promoted in a happy and welcoming environment where they feel secure. They are confident and comfortable when seeking advice and guidance from the staff.
33. The school has clear and consistent strategies for establishing good behaviour. Good behaviour is rewarded and there is early intervention in the case of any inappropriate behaviour.
34. Appropriate policies have been adopted for ensuring the welfare, health and safety of pupils and these are effectively implemented by the staff. Pupils are supervised with care during intervals and when they leave school at the end of the day.
35. Staff and visitors park their cars on the school yard, but because there are no barriers to prevent pupils from wandering into the path of vehicles, this situation is dangerous.

36. The provision for pupils with special educational needs is good and fully conforms with the requirements of the Code of Practice.
37. Suitable policies have been established and implemented which promote the pupils' understanding and awareness of racial and sexual equality. The school has adopted effective measures to eradicate oppressive behaviour, including differentiating on the basis of race and bullying. No instances of bullying or harassment were seen during the inspection.
38. The staff exercise care in ensuring that pupils are protected from harm in the classrooms and corridors and on the school yard. However, the steep steps that lead to the school canteen are dangerous for children under five and unsuitable for pupils with physical disabilities.

### **Leadership and management**

39. The quality of the head's leadership is good. He has a clear vision for the school's development and in a comparatively short period of time has established an atmosphere of trust and co-operation between himself and other members of staff. The head and assistant teacher co-operate very effectively as a team. They share leadership and curriculum responsibilities and exchange classes regularly.
40. Following an evaluation of the whole school, specific priorities have been established to improve the educational provision and to raise standards. The targets set as a result of the evaluation are not quantifiable and there are no detailed spending plans associated with these developments.
41. The governors are very supportive of the school. They meet on a regular basis and receive detailed reports from the head. Nevertheless, their role from the standpoint of the self-evaluation programme or the arrangements relating to the school development plan has not been developed adequately.
42. The school prospectus, which has been updated recently, contains useful information about the school, but neither this document nor the governor's report to parents includes all the information required by statute.
43. The governors receive regular self-evaluation reports from the head, but to date they do not have an input to the evaluation process. As yet, the self-evaluation arrangements do not include the observation of lessons in order to evaluate the quality of the teaching and learning in the various subjects.
44. A School Council has recently been established to provide opportunities for pupils to express opinions and to make decisions about aspects of the work of the school.
45. Good attention has been paid to the key issues identified in the report of the last school inspection. The progress made is generally good.
46. The school's staffing is adequate and the teachers' qualifications are appropriate for teaching every aspect of the curriculum. The special needs

assistant and the classroom assistant for the children under five carry out their duties well and conscientiously.

47. The school is well provided in terms of resources across all areas of the curriculum; most are of good quality and are used effectively. Nevertheless, when pupils search for information on the various subjects, insufficient use is made of reference books although they are located centrally and conveniently.
48. The teaching areas are adequate in size but because there is no school hall or room which is big enough, the school is unable to meet all the requirements of the programme of study in physical education
49. Their head and governors ensure value-for-money by carrying out a regular review of the use of resources, including the financial resources which are available to the school. The process of re-deployment of a member of staff, which was completed during the autumn term 2004, had a damaging effect on the current financial provision in the school.

## Recommendations

In order to improve, the school needs to:

- R1. improve standards in Welsh and in the use of Welsh across the curriculum in key stage 2;
- R2. improve standards of achievement in mathematics in key stage 1 and key stage 2, and in history in key stage 2 by attending to the shortcomings identified and maintain standards in the subjects and areas in which good standards are achieved;
- R3. revise and adapt its language planning in order to ensure a balance between teaching through the medium of English and teaching through the medium of Welsh across the curriculum in key stage 2;
- R4. further develop the self-evaluation process by:

- observing lessons in order to evaluate the curriculum provision, the learning and the teaching;
- ensuring that the governing body is given a practical role in the process;

R5. improve the school's strategic management by:

- conforming with the statutory requirements in respect of the contents of the school prospectus and the governors' report to parents;
- adapting and refining the School Development Plan to include quantitative targets for improvement, and preparing more detailed spending plans for the identified priorities;

R6. attend to the health and safety issues identified in the body of the report, as they were reported to the governing body.

*The governing body is responsible for modifying its current development plan to include the steps that are to be taken to respond to the recommendations within a period of 45 working days from the date on which the school receives the report. This will need to show what action the school intends to take to deal with the recommendations. This plan, or a synopsis of it, will be distributed to all the school's parents.*