

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

**Trimsaran C.P. School
Heol Llanelli,
Trimsaran
Kidwelly
Carmarthenshire
SA17 4AG**

School Number: 6692175

Date of Inspection: 03/07/06

by

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

The inspection of Trimsaran C.P. School took place between 03/07/06 and 05/07/06. An independent team of inspectors, led by Jeffrey Harries undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Trimsaran Community Primary School is situated in the centre of the large village of Trimsaran, near Kidwelly. It is housed in two separate buildings on the same site, one for early years and key stage (KS)1, and the other for KS2 pupils. Both sites have a large hall, library, computer suite and administrative area. There are ample grassed and hard play areas to cater for the needs of all pupils. It has the capacity to accommodate 325 pupils. At the time of the inspection there were 174 pupils on roll in mainstream, aged four to 11, and 28.5 fte nursery age children, a decline of approximately 20% during the last five years. Around 20 English speaking pupils from outside the catchment area have moved into the school.
2. The school is designated a Category A/B school under the language policy of the Carmarthenshire local education authority (LEA). Four classes have Welsh as the main medium of instruction and five classes taught through the medium of English, with Welsh taught as a second language.
3. The school serves a socially and economically deprived area. The school identifies 39 pupils as having special educational needs (SEN), of whom three are statemented. Around 24% of pupils are in receipt of free school meals, a figure slightly above the Carmarthenshire and all Wales average.
4. The school states that pupils' levels of achievement on entry vary but are generally average for half the pupils, above average for around 10% and below average for the remainder.

The school's priorities and targets

5. The school's motto is 'Egni a Lwydd'.
6. The school priorities and targets for 2005-2006 include:
 - raising standards in the core subjects and design and technology in KS2;
 - improving schemes of work;
 - developing and implementing strategies to monitor the curriculum, standards of achievement and the quality of teaching;
 - improving the quality of assessment procedures;
 - producing a more detailed long-term SDP to move the school forward;
 - developing links with industry;
 - supporting the needs of pupils with SEN and improving links with their parents.
7. The school was last inspected in September 2000. There has been no significant change except that two computer suites have been created. The school's Basic Skills Quality Mark Award was renewed in 2004 and the school has completed the first year of the Healthy School initiative.

Summary

8. Trimsaran Community Primary School provides a happy and caring environment. It is managed by a supportive governing body. The head teacher and staff work conscientiously to ensure the school's aims and values. The inspection team agreed with the judgements made by the school in two of the seven key questions. Since the last inspection, standards of achievement have been raised in KS2, however a number of key issues remain to be addressed successfully.

Table of grades awarded

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

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

Grades for standards in subjects inspected

10. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 2% | 47% | 47% | 4% | 0% |

11. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's learning.
12. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows

| Subject | Key Stage 1 | Key Stage 2 |
|----------------------|-------------|-------------|
| Welsh first language | Grade 2 | Grade 2 |

| | | |
|-----------------------|---------|---------|
| Mathematics | Grade 2 | Grade 2 |
| Welsh second language | Grade 2 | Grade 3 |
| Design and technology | Grade 2 | Grade 2 |
| History | Grade 3 | Grade 3 |
| Art | Grade 3 | Grade 4 |

13. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them.
14. Pupils' listening skills are good and speaking skills are good with shortcomings. Pupils speak clearly with good pronunciation and intonation, however, answers tend to be limited and constrained as a result of closed teacher questioning. They read accurately but their research skills and their reading from a wide variety of reference sources is insufficiently developed. Use of number and information and communications technology (ICT) across the curriculum are good with shortcomings. Standards in writing across the curriculum are underdeveloped with overuse of worksheets inhibiting progress. Pupils' bilingual skills have good features which outweigh shortcomings. In classes where Welsh is the main medium of instruction, pupils' dual literacy skills are good, however, where English is the main medium of instruction, pupils display limited skills. Pupils' problem-solving, investigative and decision-making skills are good, however, creative skills are underdeveloped.
15. In 2006 at the end of KS1, pupils' attainment according to teacher assessment in the national curriculum (NC) core subjects of Welsh and mathematics was similar to local and national averages but well below in English and science. No pupils attained level three. When compared with all schools and similar schools across Wales, the school's performance is in the bottom 50% of schools but above the lowest performing 25%. There are no significant differences in the performance of boys and girls.
16. In 2006, at the end of KS2, pupils' attainment according to teacher assessment in the NC core subjects of Welsh and mathematics was well above local and national averages, similar in English and slightly below in science. Pupils attaining level five was well above national average in English and mathematics and below in Welsh and science. The school states this was an abler cohort. When compared with all schools and similar schools across Wales, the school's performance is in the top 50% and below the best performing 25%. There are no significant differences in the performance of boys and girls.
17. Pupils' behaviour is good and has a positive effect on the progress they make. Attendance rates have good features which outweigh some shortcomings; they average 90.1% for the whole school. Punctuality is generally good.

The quality of education and training

18. The quality of teaching in the subjects and areas of learning inspected:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 2% | 46% | 46% | 6% | 0% |

19. In all lessons, good relationships exist between staff and pupils. Teachers possess an appropriate knowledge and understanding of the subjects they teach. They make good use of places of interest both locally and further afield to promote pupils' learning.
20. Features of lessons judged to be good or better include:
 - lesson objectives shared with pupils;
 - pupils given challenging tasks;
 - good pace to lessons;
 - previous knowledge reinforced and extended;
 - open-ended teacher questioning and effective teacher intervention.
 - good opportunities for children to ask questions, make decisions and be actively involved in their learning, particularly in the early years.
21. Lessons judged to be grade 3 or 4 include:
 - the range of teaching strategies employed is restricted, expectations are low and teaching lacks imagination.
 - over-direction of teaching and underdevelopment of open-ended questioning resulting in a lack of challenge and restricting pupils' opportunities to develop language and creative skills, and their ability to work independently;
 - insufficient time for pupils to think before giving an answer and as a result, opportunities to extend learning are lost;
 - tasks not always sufficiently well matched to pupils' ability and not sufficiently challenging for the more able;
 - too much time spent going over work of which pupils' have a secure knowledge, resulting in over-long sessions, slow pace, inefficient management of time and lack of progression.
22. Teachers do not provide pupils whose first language is English with sufficient opportunities to develop and apply their bilingual skills across the curriculum. Teachers' short-term plans appropriately identify lesson content and objectives, however, planning for the development of key skills is less effective.
23. Assessment, recording and reporting procedures have good features which outweigh shortcomings; they meet statutory requirements. Baseline assessment is undertaken in early years and in KS1 and KS2, the core subjects are assessed termly. There is limited assessment of standards in foundation subjects. Although teachers gather a considerable amount of information from their assessments, the system is not sufficiently coherent and manageable and optimum use is not made of the information gathered in order to plan future work. Teachers' marking is sometimes superficial and does not identify what pupils know and can do, neither does it indicate what pupils need to do in order to improve their work.
24. The school provides very informative annual written reports for parents together with targets for improvement and comparative data at the end of Y6. Parents have sufficient opportunities to discuss their children's progress with teachers.
25. The school provides pupils with a broad and balanced curriculum which meets statutory requirements and is accessible to all pupils, Teachers use a variety of schemes of work to support planning and teaching. These are, however, difficult

to manage and, as a result, planning lacks clarity and focus and does not contain clear guidance for formative assessment. The overall quality of the educational provision for the under-fives is appropriate to their needs.

26. Collective worship meets statutory requirements and contributes significantly to the school's caring and happy ethos. Pupils acquire a good set of values, understand how to behave and know right from wrong. The school effectively promotes pupils' personal and social development;
27. Y Cwricwlwm Cymreig is appropriately developed and the pupils have a growing awareness of the culture of Wales. Their knowledge and awareness of other cultures is less well developed.
28. Pupils in KS2 have access to a wide range of extra-curricular activities. They also benefit from a residential visit which adds a valuable dimension to their learning experiences. Homework is administered appropriately.
29. The school has an effective partnership with parents who are very supportive. They are well informed about life at the school. The home-school agreement meets statutory requirements.
30. School links with the local and wider community are good; they enhance pupils' experiences. Few effective links have been established with local employers and little is done to develop the pupils' awareness of business and enterprise. Pupils' entrepreneurial skills are underdeveloped.
31. Pupils have a good awareness of sustainable development and confidently discuss how to promote a more sustainable and just world, and the importance of being responsible citizens.
32. The school effectively promotes equality and opportunities for all pupils and addresses social disadvantage in a positive manner.
33. The school's pastoral care is good and pupils feel secure in a friendly and welcoming environment. The school's induction procedures are good and transfer arrangements for pupils moving from Y6 to the local comprehensive schools are well established.
34. Health and safety issues are carefully monitored. A clear policy and procedures are in place to deal with child protection issues. The provision for pupils with SEN is good and meets the requirements of the Code of Practice; pupils make good progress commensurate with age and ability. A recently implemented whole-school merit award scheme has contributed successfully to an improvement in behaviour and attitudes.

Leadership and management

35. The head teacher provides caring leadership and has a clear sense of the immediate priorities; he is very well supported by the deputy head.

36. The SDP is a detailed plan clearly setting out the school's priorities with agreed time schedules, success criteria and costings identified. However, it mainly addresses key issues identified in the previous inspection and is insufficiently linked to the present self-evaluation process.
37. The role of curriculum co-ordinators in monitoring standards of achievement is variable. They are not all involved in monitoring the quality of provision. Gathering of portfolios of pupils' work across the curriculum is at a very early stage of development. There is insufficient evidence of current levels of achievement to ensure targets for improvement are secure.
38. The management of individual staff and teams has good features which outweigh shortcomings. The identification of and the provision for professional development needs have a direct impact on the development of curricular areas and standards of work mainly in mathematics and design and technology. Staff appraisal procedures are undertaken as part of the professional development of teachers, however, this process has not sufficiently impacted on improving the quality of teaching and learning.
39. The governing body has a good understanding of its role and has been involved in setting the school's strategic direction. Governors are involved and informed about the work of the school through regular reports from the head teacher. They are linked to curricular subjects and aspects, although this is at an early stage of development.
40. The governing body has good oversight of the budget and fulfils its statutory requirements. It endeavours to ensure value for money. The school prospectus and governing body annual report to parents have some minor omissions.
41. The school operates effectively from day to day. The school administrative officer performs her duties effectively and efficiently.
42. The self-evaluation process has good features which outweigh shortcomings. The school management is committed to further improving standards. Strategic monitoring and self-evaluation systems are underdeveloped. This is identified by the school as an area requiring further improvement. Overall, the inspection team agreed with the judgements made by the school in two of the seven key questions.
43. Overall, the school has made some progress since the last inspection in addressing the identified key issues. Good progress has been made in raising standards of achievement in core subjects and design and technology in KS2. However, improving standards in teaching, assessment procedures, and the quality and monitoring of the curriculum remain underdeveloped.
44. Throughout the school, there is a good level of staffing for all classes and curricular activities. The school has the advantage of unlimited space within the classrooms, other teaching areas, the halls and campus to provide a purposeful working environment to teach the curriculum. Effective displays enhances the school's environment. The school is clean and very well maintained and the caretaker makes a valuable contribution to the work of the school.
45. The school has a good supply of resources for most subjects which are easily accessible to pupils. The school benefits from two ICT suites which cater well for

groups of pupils, however, computers are under-utilised in classes to enhance pupils' ICT skills across the curriculum. A significant number of books in the library are old and worn and are under-utilised for personal research and investigation. Resources in art are inadequate.

46. The finance committee of the governing body meet regularly to manage financial expenditure. They have suitable regard for the principles of best value. The recent local authority audit acknowledged good financial management with minor recommendations being addressed.

Recommendations

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

R1 raise standards in history and art in both key stages, Welsh second language in KS2 and pupils' bilingual skills in the English medium stream in KS2;

R2 improve the quality of teaching;

R3 refine assessment procedures to ensure they are more manageable and rigorous with an emphasis on formative assessment;

R4 ensure mid and short-term plans are closely related to schemes of work;

R5 plan for the systematic development of key skills across the curriculum;

R6 continue to develop the role of curriculum co-ordinators in monitoring standards of achievement;

R7 develop links with industry and improve pupils' entrepreneurial skills.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

The school is addressing recommendations three, four, five and six in its current school development plan.

Standards

Key Question 1: How well do learners achieve?

Grade 3 Good features outweigh shortcomings

48. The findings of the inspection team do not match the grade two judgement made by the school in the self-evaluation report as shortcomings are identified in standards of achievement in around half the lessons inspected.

Pupils' standards of achievement

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 2% | 47% | 47% | 4% | 0% |

49. In key stage (KS) 1 and KS2 in the subjects inspected, standards of achievement are graded as follows:

| Subject | Key Stage 1 | Key Stage 2 |
|-----------------------|-------------|-------------|
| Welsh | Grade 2 | Grade 2 |
| Mathematics | Grade 2 | Grade 2 |
| Welsh second language | Grade 2 | Grade 3 |
| Design and technology | Grade 2 | Grade 2 |
| History | Grade 3 | Grade 3 |
| Art | Grade 3 | Grade 4 |

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

51. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them.

52. Pupils' listening skills are good. They listen carefully to teachers' instructions and to each other in paired and group activities. Speaking skills are good with shortcomings. Pupils speak clearly with good pronunciation and intonation, however, answers tend to be limited and constrained as a result of closed teacher questioning. They read accurately but their research skills and their reading from a wide variety of reference sources is insufficiently developed. Use of number and information and communications technology (ICT) across the curriculum are good with shortcomings. Although there are some good examples resulting from work on computers in the suite, pupils make limited use of computers in classrooms. Standards in writing across the curriculum are underdeveloped with overuse of worksheets inhibiting progress. Pupils' bilingual skills have good features which outweigh shortcomings. In classes where Welsh

is the main medium of instruction, pupils' dual literacy skills are good, however, where English is the main medium of instruction, pupils display limited skills. Pupils' problem-solving, investigative and decision-making skills are evident in mathematics and design and technology. Creative skills however are underdeveloped particularly in art.

53. In 2006 at the end of KS1, pupils' attainment according to teacher assessment in the national curriculum (NC) core subjects of Welsh and mathematics was similar to local and national averages but well below in English and science. No pupils attained level three. When compared with all schools and similar schools across Wales, the school's performance is in the bottom 50% of schools but above the lowest performing 25%. There are no significant differences in the performance of boys and girls.
54. In 2006, at the end of KS2, pupils' attainment according to teacher assessment in the NC core subjects of Welsh and mathematics was well above local and national averages, similar in English and slightly below in science. Pupils attaining level five was well above national average in English and mathematics and below in Welsh and science. The school states this was an abler cohort. When compared with all schools and similar schools across Wales, the school's performance is in the top 50% and below the best performing 25%. There are no significant differences in the performance of boys and girls.
55. Pupils' behaviour is good. They have a clear understanding of what is expected of them and they are considerate and courteous. This has a positive effect on the progress they make. They are developing into responsible individuals who show respect and consideration for all involved in the school community.
56. Attendance rates have good features which outweigh some shortcomings. The average level of attendance during the three terms for the whole school is 90.1% with attendance in the nursery and reception age classes below 90%. The school is endeavouring to raise the attendance rate to 92%. Punctuality in general is good, however, a small number of pupils were observed arriving late during the inspection. Registration is conducted efficiently and the school complies with the attendance requirements set out in the National Assembly for Wales (NAW) Circular 3/99, *Pupil Support and Social Inclusion*.

The quality of education and training

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

Grade 3 Good features outweigh shortcomings

57. The findings of the inspection team do not match the judgement of Grade 2 made by the school in its self-evaluation report. The team found that there were shortcomings in the quality of teaching and assessment procedures.
58. The quality of teaching in the subjects and areas of learning inspected:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 2% | 46% | 46% | 6% | 0% |

59. In all lessons, good relationships exist between staff and pupils. This, together with use of praise, ensures that pupils try to give of their best.

60. Teachers possess an appropriate knowledge and understanding of the subjects they teach. Learning resources including interactive whiteboards, are used effectively to enhance pupils' learning. Teachers make good use of places of interest both locally and further afield to promote pupils' learning

61. Features of lessons judged to be good or better include:

- lesson objectives shared with pupils;
- pupils given challenging tasks;
- good pace to lessons;
- previous knowledge reinforced and extended;
- open-ended teacher questioning and effective teacher intervention.
- good opportunities for children to ask questions, make decisions and be actively involved in their learning, particularly in the early years.
- teachers make good use of places of interest in order to promote pupils' learning.

62. Lessons judged to be grade 3 or 4 include:

- the range of teaching strategies employed is restricted, expectations are low and teaching lacks imagination.
- over-direction of teaching and underdevelopment of open-ended questioning resulting in a lack of challenge and restricting pupils' opportunities to develop language and creative skills, and their ability to work independently;
- insufficient time for pupils to think before giving an answer and as a result, opportunities to extend learning are lost;
- tasks not always sufficiently well matched to pupils' ability and not sufficiently challenging for the more able;
- too much time spent going over work of which pupils' have a secure knowledge, resulting in over-long sessions, slow pace, inefficient management of time and lack of progression.

63. Teachers do not provide pupils whose first language is English with sufficient opportunities to develop and apply their bilingual skills across the curriculum. The use of incidental Welsh is underdeveloped and opportunities during the school day to develop pupils' bilingual skills are missed.

64. Teachers' short-term plans appropriately identify lesson content and objectives, however, planning for the development of key skills is less effective.

65. Assessment, recording and procedures have good features which outweigh shortcomings; they meet statutory requirements. Baseline assessment is undertaken in the early years, results are analysed and the information gained is

well used to address pupils' strengths and areas for development. In KS1 and KS2, the core subjects are assessed termly and from Y1 upwards, a number of standardised assessments are used at the beginning of the school year in the core subjects. Teachers use the results of standardised tests to monitor pupils' progress and to set individual targets and end of key stage targets. There are no targets in place which enable the school to monitor the progress of pupils within levels and the targets are neither reviewed nor adjusted during the school year. There is limited assessment of standards in foundation subjects.

66. Standardised tests are undertaken in the core subjects. Although teachers gather a considerable amount of information from their assessments, the system is not sufficiently coherent and manageable and optimum use is not made of the information gathered in order to plan future work.
67. Additional standardised assessments have been introduced in language and mathematics at the end of the school year in order to monitor pupils' progress. The school, however, has found these unhelpful as the results are inconsistent with those provided by the tests administered in September. ACCAC material is used to assess pupils at the end of KS2.
68. Teachers' planning identifies assessment opportunities in the long and short-term. These are frequently not completed, however, and when they are, the assessments are not sufficiently precise in identifying issues to be addressed, neither are they used to inform subsequent planning and teaching.
69. Teachers' marking is sometimes superficial and does not identify what pupils know and can do, neither does it indicate what pupils need to do in order to improve their work. Pupils are not involved in planning their own progress and improvement.
70. The school provides very informative annual written reports for parents together with targets for improvement and comparative data at the end of Y6. Parents have sufficient opportunities to discuss their child's progress with teachers.

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

| |
|---|
| Grade 3: Good features outweigh shortcomings |
|---|

71. The findings of the inspection team do not match the judgement of Grade 2 made by the school in its self-evaluation report. A number of shortcomings are identified in the provision to meet the needs of all pupils.
72. The school provides pupils with a broad and balanced curriculum which meets statutory requirements and is accessible to all pupils. Teachers use a variety of schemes of work to support planning and teaching. These are, however, difficult to manage and, as a result, planning lacks clarity and focus and does not contain clear guidance for formative assessment. Insufficient opportunities are provided for pupils to develop their creative skills.

73. The overall quality of the educational provision for the under-fives is appropriate to their needs. There has been considerable investment in the outdoor curriculum in preparation for the Foundation Phase and its use is developing well.
74. Collective worship meets statutory requirements and contributes significantly to the school's caring and happy ethos. Teachers provide good role models for pupils' moral development; as a result, pupils acquire a good set of values, understand how to behave and know right from wrong. Pupils are sensitive to the needs of others. They help those less fortunate than themselves and regularly raise money for charities. The Canon regularly takes assembly at the school. Although opportunities for quiet reflection are not always provided, the presence of all staff at assembly and their participation in prayers and songs, emphasises its significance in the life of the school and sets a good example to pupils. Spiritual development is not well promoted in lessons; pupils do not always receive opportunities to reflect on their learning and personal experiences.
75. The school effectively promotes pupils' personal and social development. Pupils are courteous, their behaviour is good and they have positive attitudes towards learning. They collaborate well on tasks when given the opportunity to do so and take responsibility for their actions. They are well motivated when actively involved in their tasks.
76. Health education is an integral part of the curriculum, and sex education is provided in accordance with school policy.
77. Y Cwricwlwm Cymreig is appropriately developed and the children have a growing awareness of the culture of Wales which is promoted in a number of areas of the curriculum and in Urdd activities. Visits to areas further afield in Wales including Castell Henllys, Castell Carew and the National Botanic Gardens of Wales extend pupils' knowledge of their country and its culture. Pupils' knowledge and awareness of other cultures is less well developed.
78. Pupils in KS2 have access to a wide range of extra-curricular activities including lunch time chess and Sudoku clubs, a reading club, an after school club, kick boxing, cricket and Urdd activities. They also benefit from a residential visit which adds a valuable dimension to their learning experiences. Teachers demonstrate enthusiasm and commitment when leading these and parents are actively involved in some activities. Homework is administered appropriately.
79. Although incidental Welsh is used during assembly, the provision for the development of pupils' bilingual competence, particularly in the English stream, is inadequate.
80. The school has an effective partnership with parents who are very supportive of the school. The parent teacher association (PTA) plays an active role in fundraising and has donated a considerable amount of money towards the provision and improvement of facilities and resources for pupils. Parents are well informed about life at the school and their child's development. Some help with the teaching of phonics in the early years and four parents have received

accreditation for their participation in the Basic Skills numeracy course. Through parents' evenings, annual reports and regular letters, parents are informed of developments throughout the school year. The home-school agreement meets statutory requirements.

81. Individuals from the local community visit from time to time to speak to pupils about their experiences; this enhances pupils' learning, for example in history. Pastoral arrangements to ease the transfer of Y6 pupils to the secondary school are comprehensive and effective. There are good, well-established links with an initial teacher training institution and the school regularly accepts students on placements.
82. School links with the wider community are good; they enhance pupils' experiences. Pupils make valuable educational visits and regularly take part in local activities such as concerts and eisteddfods. These opportunities enhance pupils' confidence when performing in public, and also raise their awareness of the local community.
83. Few effective links have been established with local employers and little is done to develop the pupils' awareness of business and enterprise. Pupils' entrepreneurial skills are underdeveloped.
84. Pupils have a good awareness of sustainable development and confidently discuss how to promote a more sustainable and just world, and the importance of being responsible citizens.
85. The school promotes effectively equality and opportunities for all pupils and challenges stereotyping, with for example both boys and girls having opportunities to participate in mixed team sporting activities.
86. The school addresses social disadvantage in a positive manner. Adults encourage all pupils, regardless of personal circumstances, gender, ethnic background or ability to participate in all the school's activities. As a result, pupils demonstrate respect for one another, towards visitors and for all adults who contribute to the life of the school.
87. Pupils' learning experiences across the curriculum enable them to gain a range of skills which help them develop independent and life long learning attitudes. Strong evidence of this was observed when talking to members of the School's Council.

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

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| Grade 2: Good features and no important shortcomings |
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88. The findings of the inspection team match the school's judgement in the self-evaluation report.

89. The school's pastoral care is good and pupils feel secure in a friendly and welcoming environment. Staff know their pupils and their families well and are sensitive to their needs and well-being.
90. The school has an 'open door' policy and an effective working partnership with parents and carers. Some parents are actively involved in assisting with the delivery of POPAT [Programme of Phonological Awareness Training] in the early years and KS1.
91. Good links have been established with outside agencies to support the school, the pupils and their families. Links with the educational psychologist, occupational therapist, physiotherapist, and the visual impairment specialist are effective in supporting teachers and pupils. The school has benefited from the support given by the emotional health and well-being project initiated by the LEA.
92. The school's induction procedures are good. Close links with the *Bobl Bach* Family Centre ensures a smooth transition to the nursery class, through exchanging of information, visits and liaison between staff. The transfer arrangements for pupils moving from Y6 to the local comprehensive schools are well established and are effective in promoting continuity and progression.
93. The school monitors pupils' attendance and absence. Efforts are made to improve attendance and parents are aware of the procedures. The school works closely with the Local Education Welfare Officer.
94. Good provision is made for personal and social education. Pupils foster positive attitudes and behaviour towards others, the environment and the principles of sustainable development. Health education related topics are contained in the school's comprehensive PSE programme. This is well promoted through the school fruit tuck shop, and water fountains are installed. The recently erected Trimtrail on the school grounds and active participation in sporting activities ensures the healthy development of the whole child. Members of the School Council are actively involved in making changes and taking responsibilities. This has raised their level of personal confidence and organisational skills. They can relate their experience in comparison with the work of the local County Council, which they had recently visited, in order to enhance their knowledge of how community decisions are made.
95. Health and safety issues are carefully monitored. Risk assessments are undertaken before any educational visits or activities following the guidelines of the LEA. Eight members of staff are trained for First Aid in the workplace.
96. A clear policy and procedures are in place to deal with child protection issues and are known to all who work in the school.
97. The provision for pupils with SEN is good and meets the requirements of the Code of Practice; pupils make good progress commensurate with age and ability. The Special Education Needs co-ordinator (SENCO) undertakes her role efficiently, liaising with teachers and working well with the county learning support

service. Effective use is made of twice yearly standardised tests to identify pupils' needs at an early stage.

98. Individual education plans (IEPs) and targets are set with the co-operation of teachers, SENCO, pupils, parents and learning support assistants. Parents are invited to review meetings which are held twice yearly.
99. The needs of pupils with statements are met; they receive very good additional support and equal access to the curriculum is ensured. A weekly reading club is used effectively to help pupils with reading and spelling difficulties.
100. An anti-bullying policy is well established and any reports of bullying or bad behaviour are dealt with immediately. A recently implemented whole-school merit award scheme has contributed successfully to an improvement in behaviour and attitudes.

Leadership and management

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

Grade 3 Good features outweigh shortcomings

101. The findings of the inspection team do not match the Grade 2 judgement made by the school in the self-evaluation report as some shortcomings are identified in the leadership and strategic management of the school.
102. The head teacher provides caring leadership and has a clear sense of the immediate priorities. These include planning for raising standards of achievement, monitoring standards, developing formative assessment as an integral part of teaching and learning and raising the profile and use of Welsh throughout the school; he is very well supported by the deputy head.
103. The SDP is a detailed plan clearly setting out the school's priorities with agreed time schedules, success criteria and costings identified. However, it mainly addresses key issues identified in the previous inspection and is insufficiently linked to the present self-evaluation process.
104. The role of curriculum co-ordinators in monitoring standards of achievement is variable. In the majority of subjects they have a limited involvement in securing improvements. They are not all involved in monitoring the quality of provision through class visits. Gathering of portfolios of pupils' work across the curriculum is at a very early stage of development. Work that has been gathered is not annotated and levelled according to NC descriptors. There is insufficient evidence of current levels of achievement to ensure targets for improvement are secure.
105. The school's aims and values promote a caring ethos and ensure equality of opportunity for all pupils and staff. The national priority for the inclusion of all pupils is given due attention.
106. The management of individual staff and teams has good features which outweigh shortcomings. The identification of and the provision for professional

development needs have a direct impact on the development of curricular areas and standards of work mainly in mathematics and design and technology. Staff appraisal procedures are undertaken as part of the professional development of teachers, however, this process has not sufficiently impacted on improving the quality of teaching and learning

107. The governing body has a good understanding of its role and has been involved in setting the school's strategic direction. Governors are involved and informed about the work of the school through regular reports from the head teacher. They are linked to curricular subjects and aspects, although this is at an early stage of development.
108. Governors make good use of the information they receive to carefully inform their discussions and arrive at considered decisions. The governing body has good oversight of the budget and fulfils its statutory requirements. It endeavours to ensure value for money. The school prospectus and governing body annual report to parents have some minor omissions.
109. The school operates effectively from day to day. The school administrative officer performs her duties effectively and efficiently.

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

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| Grade 3 Good features outweigh shortcomings |
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110. The findings of the inspection team do not match the Grade 2 judgement made by the school in the self-evaluation report as some shortcomings are identified in the process of self-evaluation.
111. The head teacher, deputy head teacher, governors and staff are committed to maintaining and further improving standards. Some members of staff are more involved in the self-evaluation process than others. The views of parents and learners are less evident. Governors are becoming more involved in monitoring the quality of provision and have a developing understanding of the strengths of the school.
112. An analysis is made of a range of assessment and test results including baseline tests in reception, teacher assessment at the end of KS1 and NC test results at the end of KS2. The school makes use of this analysis to identify strengths and weaknesses in subject areas.
113. The self-evaluation report, produced by the school before the inspection provides a detailed picture of significant developments and curricular provision supported by a range of documented evidence. However, it does not sufficiently set priorities for improvement for all pupils. Strategic monitoring and self-evaluation systems are underdeveloped. This is identified by the school as an area requiring further improvement. Overall, the inspection team agreed with the judgements made by the school in two of the seven key questions.
114. Overall, the school has made some progress since the last inspection in addressing the identified key issues. Good progress has been made in raising standards of achievement in core subjects and design and technology in KS2.

However, improving standards in teaching, assessment procedures, and the quality and monitoring of the curriculum remain underdeveloped.

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

Grade 2 : Good features and no important shortcomings

115. Overall the findings of the inspection team match the judgements made by the school in the self-evaluation report.
116. Throughout the school, there is a good level of staffing for all classes and curricular activities. Teachers and most assistants are effectively deployed across the school.
117. The school has the advantage of unlimited space within the classrooms, other teaching areas, the halls and campus to provide a purposeful working environment to teach the curriculum. The school is soon to be adapted to comply with the requirements of the Disability Act. Effective displays enhance the school's environment. The school is clean and very well maintained and the caretaker makes a valuable contribution to the work of the school.
118. The school has a good supply of resources for most subjects which are easily accessible to pupils. All classes are fitted with interactive whiteboards.
119. The school benefits from two ICT suites which cater well for groups of pupils working independently under the supervision of teachers and support staff. However, computers are under-utilised in classes to enhance pupils' ICT skills across the curriculum. A significant number of books in the library are old and worn and are under-utilised for personal research and investigation. Resources in art are inadequate.
120. The head teacher ensures that resources available in the school are used to support teaching and learning. Priorities for further development are well identified and very careful consideration is given to costs and benefits to the school.
121. The school has adopted effective procedures for managing teachers' planning, preparation and assessment (PPA) time in accordance with statutory requirements.
122. The finance committee of the governing body meet regularly to manage financial expenditure. They have suitable regard for the principles of best value. The recent local authority audit acknowledged good financial management with minor recommendations being addressed.

Standards achieved in subjects and areas of learning

Welsh first language

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

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

Good features

123. Standards of speaking and listening are good in both key stages. Pupils listen intently and talk confidently in a lively manner. The ability of pupils who come from non-Welsh speaking homes to express themselves is developing well.
124. Pupils in KS1 effectively discuss and express ideas and personal feelings making good use of a class puppet. They succeed well in mastering reading skills by the end of the key stage. They read well with expression and have an understanding of punctuation and speech marks. They confidently discuss the content of a book and use dual literacy skills to discuss the author and its adaptation.
125. Pupils' writing skills develop well. The most able pupils compose cohesive paragraphs, the work of pupils of lower ability is less extended. KS1 pupils effectively present information both orally and in writing after home visits and family holidays witnessed by two class characters Tili and Twm. They convey personal and imaginative experiences well in the form of post cards.
126. Pupils linguistic skills develop consistently throughout KS2. They use an increasing range of new vocabulary and respond appropriately and politely to a range of stimuli. They read a wide range of books, have a sound knowledge of the characteristics of books and they can effectively use technical terms relating to books. Through poetry they become aware of different dialects.
127. KS2 pupils produce a varied range of written work across the curriculum for different purposes. They vary the formation of sentences and use adjectives and idioms to enhance their expression. Some pupils write original passages well in a range of forms, including stories, dialogues and poetry.
128. KS2 pupils' language and expressive skills are effectively developing through literature based activities. Older pupils create good character portraits and they use appropriate persuasive language to justify their points of view in letter writing .Their ICT skills are used effectively when presenting posters and poetry.
129. Presentation of work and handwriting skills are variable.

Shortcomings

130. There are no significant shortcomings but pupils' ability to paragraph and produce extended writing is less well developed.

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| Welsh second language |
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Key Stage 1: Grade 2 : Good features and no important shortcomings

Key Stage 2: Grade 3 : Good features outweigh shortcomings

Good features

131. Pupils participate enthusiastically in lessons in both key stages.
132. In KS1, pupils respond confidently to questions using familiar sentence patterns.
133. They know an appropriate range of vocabulary to describe the weather and the contents of the shopping basket. Pupils use their knowledge of Welsh to complete simple written exercises.
134. In KS2, pupils develop their knowledge and understanding through reading and responding to commands. Lower KS2 pupils respond enthusiastically to role-play. Pupils look for information in a text using ICT and convey it orally and in writing.
135. KS2 pupils are increasingly able to display good reading skills when reading from a text. They read meaningfully and with expression, showing an understanding of the main flow of paragraphs and by recognising a range of key words, phrases and facts.
136. In KS2, a minority of pupils are able to write in a variety of form, for example, self descriptions, simple dialogues and posters.

Shortcomings

137. In KS1, pupils do not read simple texts with any degree of confidence.
138. In KS2, pupils' oral skills are less well developed; they have an insecure recall of vocabulary and sentence structures.
139. In KS2, the majority of pupils' writing skills are underdeveloped and the presentation of their work is untidy.

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| Mathematics |
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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

140. Pupils in both key stages develop a good mathematical vocabulary. This is an outstanding feature at the end of KS2 in the Welsh medium class.
141. Pupils in both key stages record their work appropriately and display good problem solving skills and mental agility. They use their ICT skills effectively when following a range of mathematical programs in the computer suite.
142. In KS1, pupils attain good standards in their understanding of number and place value. They distinguish between odd and even numbers and add and subtract

accurately, counting on and back in steps of different size. By the end of the key stage, the vast majority have a good grasp of their two, five and 10 times tables and work with numbers to 100.

143. Pupils in KS1 classify objects according to shape and size and make suitable estimates of size, shape and weight. Y1 pupils have a good knowledge and understanding of two-dimensional shapes and their properties and recognise and use everyday language to describe three-dimensional shapes in an effective manner. Y2 pupils have a secure grasp of three-dimensional shapes and their properties.
144. Y2 pupils have a good understanding of time in quarter hour intervals. Most develop a secure grasp of halves and quarters. Pupils make satisfactory use of simple graphs to classify information and to present findings in relation to a variety of topics.
145. KS2 pupils develop a secure knowledge of the four rules of number and the relationship between them. By the end of the key stage, the vast majority work accurately and methodically.
146. Younger KS2 pupils develop a good grasp of the relationship between units of time both in analogue and digital form. They solve problems accurately in a variety of ways. They read scale appropriately and develop an understanding of negative numbers in their work on temperature.
147. Y4/Y5 pupils make good progress in their understanding of emerging patterns resulting from investigation. In their study of position and movement, they accurately identify points of the compass and use right angles to measure rotation.
148. In their work on shape, Y5/Y6 pupils visualise and describe shapes and movements using appropriate geometrical language.
149. By the end of KS2, pupils have a very secure knowledge and understanding of place value. They use fractions effectively and display competence when recognising the equivalence of fractions, decimals and percentages. They have good understanding of the 24-hour clock, work accurately with numbers to three places of decimal and handle money well.

Shortcomings

150. There are no significant shortcomings but pupils' data handling skills are underdeveloped.

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| Design and technology |
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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

151. In KS1, in their knowledge and understanding, pupils make good progress in becoming aware that they design a product for a purpose. They use a range of materials and components, matching the working characteristics of the materials to their tasks.
152. KS1 pupils' design skills are beginning to develop. They clarify the requirements of the task in hand and record a checklist of specifications.
153. Pupils' making skills in KS1 are good. They measure, mark out, shape and join a range of materials using appropriate techniques. When making hand and stick puppets, pupils develop good stitching skills.
154. In KS2, pupils in Y3/Y4 realise the value of investigating prior to making, for example, when undertaking a project on purses, wallets and pencil cases. They develop their skills and understanding related to joints that allow movement during focused practical tasks and are able to keep in mind the purpose for their product during the design and make stages.
155. Y3/Y4 pupils display good making skills. Weaving and stitching skills are consistently evident in their completed products. Slabbing and moulding techniques are enhanced evident in their previous work in making paper mâché treasure chests. Pupils apply appropriate finishes to their completed artefacts.
156. Y5/Y6 pupils make good progress in their understanding of control, realising that input actions have identified output consequences and that control devices are important in our daily lives. They demonstrate a confidence in discussing control, using ICT.
157. Y5/Y6 pupils develop good research and evaluation skills, for example, in preparation for designing and making kit bags. They identify criteria to evaluate existing products and are able to explain preferences. They gain a sound understanding of the need for safety and consider the hazards and risks in pinning, tacking and machine sewing activities. Completed products are of good quality.

Shortcomings

158. There are no significant shortcomings but in KS1, pupils' creative skills are underdeveloped as a result of over preparation and instruction by the teacher. In upper KS2, pupils' design drawings are insufficiently accurate as they do not identify measurements and use scale.

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| History |
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Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

159. Pupils in KS1 are developing an understanding of chronological awareness by looking at toys and games long ago and comparing them with those of today. They have benefited from a visit by the chair of the governing body who has described the toys he played with as a child and the games he played with his friends. Pupils are developing a good understanding of past, present and future as a result of these experiences.
160. KS1 pupils are developing a good understanding of the meaning of old and new in relation to their own lives through activities such as handling artefacts and sorting them according to age.
161. Pupils in KS1 are developing a knowledge and enjoyment of Welsh history and life in the past by studying the life of Susan Rees. Pupils write about a typical day in her life and are able to describe well the main differences between her life and theirs.
162. KS2 pupils' knowledge and understanding of the past is developing well through examining Victorian artefacts and topics such as the Celts, Victorians and the Second World War.
163. Pupils at the lower end of KS2 know where the Celts came from and the reasons why they came to Wales. They know well how they spent their day, the characteristics of Celtic houses and the gods they worshipped. Pupils have written about Boadicea and have drawn and written about a Celtic artefact of their choice. They have benefited from a visit to a Celtic settlement where they were able to see many artefacts. Pupils dress up as figures from the period, for example as druids and farmers and answer well when peers question them about their lives.
164. Pupils at the upper end of the KS2 write about Queen Victoria, her family and her reign and produce a timeline of the Victorian age. They compare and contrast well a suburban Victorian house with a miner's cottage and note the main differences. Pupils benefit from a visit to a woollen mill and write accounts of the lives of children working in a Victorian woollen mill in difficult conditions. They describe well the process of making woollen cloth.
165. Pupils undertake projects on the Second World War in Britain which include some information about The Blitz, ration books, the Homefront and D - Day. Some are able to recall accurately information about evacuees, air raid shelters, black outs and rationing.
166. The majority of pupils at the upper end of the KS2 recall well some facts about the Rebecca Riots and why they occurred; some know that Twm Carnabwth was a well known figure in this uprising. They know also that William Morgan translated the Bible into Welsh.

167. Pupils visit the Victorian school in the folk museum at St Fagan's and some are able, when asked, to recall accurately some characteristics of schools in Victorian times.

Shortcomings

168. Pupils' knowledge of Welsh history in both key stages is underdeveloped.

169. In both key stages, a minority of pupils display insecure recall of work covered.

170. Pupils' ability to select, recall and organise historical information is underdeveloped in KS2.

171. Pupils' skills of historical enquiry are underdeveloped in KS2.

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| Art |
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KS1: Grade 3 Good features outweigh shortcomings

KS2: Grade 4 Some good features, but shortcomings in important areas

Good features

172. In KS1, pupils are developing their observation skills and are beginning to experiment with line, tone and colour to produce drawings which include some good examples of shells and leaves. They paint self-portraits, some of which are of a good standard.

173. KS1 pupils look at a variety of plates and then draw attractive designs of their own. They produce and decorate coasters of an acceptable standard using plasticine.

174. After looking at the work of the Welsh artist Tim Pugh, KS1 pupils make leaf collages which are of an acceptable standard.

175. KS1 pupils create attractive computer generated pictures. They enjoy the story of Loup Garou by William Brown, an artist who lives in Wales. They experiment effectively with pattern and colour to produce their own representations of wolves which are very original and of a very high standard.

176. In KS2, pupils at the lower end observe a painting by Mondrian and reproduce it using felt pens, paint and wax pastels. They also produce attractive computer pictures based on the work of Jackson Pollack.

177. Pupils towards the end of KS2 look at different animals and design and make animal masks, some of which are of good quality. They make collages of inanimate objects after looking at the work of Kandinsky and Matisse, which are of an acceptable standard.

178. Pupils in Y6 look at some examples of the work of the Welsh artist Kyffin Williams, and use collage, charcoal and pastels to explore line, tone and colour to make acceptable representations of his work.
179. Pupils in KS2 look at the work of Tim Pugh, make collages and take effective photographs of them.
180. KS2 pupils produce effective black and white self-portraits and colour-washed pencil drawings while working with a Welsh artist.
181. Some pupils at the lower end of KS2 benefit from attending an art club which their teacher runs at lunch time; they use pastels and pencils to explore line, tone and colour. They begin to explore colour mixing and mix effectively different shades of colour from light to dark. Most know primary and secondary colours. They produce good observational drawings of daffodils, exotic fruit and musical instruments. They begin to explore weaving and produce some good examples.

Shortcomings

182. The ability of pupils in both key stages to talk about their work or compare it with that of others is underdeveloped.
183. In both key stages, pupils' ability to explore art from different times and other cultures is underdeveloped.
184. Pupils' knowledge of the understanding and investigating elements of the programmes of study are underdeveloped across both key stages.
185. In both key stages, pupils' ability to select and experiment with a range of tools, materials, processes and techniques is limited and they lack the skills to use effectively the narrow range of media and tools provided.
186. 3D work is under-developed in both key stages.
187. There is a lack of progression from KS1 to KS2 and across the whole of KS2.
188. In KS2, the majority of pupils' experience and understanding of the elements of the visual language of art is underdeveloped; they do not develop a growing understanding of line, tone, colour, pattern, texture, shape, form or space and are unable to apply these effectively in their own work.
189. Pupils in KS2 do not use sketch books to select and record from observation, experience and imagination to investigate the natural and man-made environment.

School's response to the inspection

The inspection findings recognise that we have maintained high standards in Welsh and improved standards in mathematics and design and technology. We are pleased that the inspectors found that the school provides a happy and caring environment and that pupils are considerate and courteous. In addition we are delighted that the ethos of the school has a positive effect on the progress that pupils make.

We welcome the findings concerning the positive links with parents, addressing social disadvantage in a positive manner and our valuable contribution to the wider community.

The report acknowledges that the School Development Plan (SDP) is currently addressing four of the report's recommendations. The school's new SDP in the Autumn term will include the raising of standards in history and art in both key stages, Welsh second language in key stage two and pupils' bilingual skills in key stage two. In addition we will carry through with our planned programme of staff development and introduce a comprehensive review of our teaching methods incorporating formative assessment at its core.

Most importantly the report confirms that we are successfully achieving our aim to make our school friendly and welcoming, and that we provide the pupils with learning experiences across the curriculum. The experiences we provide enable our pupils to gain a range of skills which help them to develop independent and lifelong learning attitudes.

An action plan will be put in place to address the recommendations in the report, a copy of which will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

| | |
|---------------------|---|
| Name of school | Trimsaran C.P. School |
| School type | Community |
| Age-range of pupils | 3-11 |
| Address of school | Heol Llanelli Trimsaran Kidwelly Carmarthenshire |
| Postcode | SA17 4AG |
| Telephone number | 01554 810670 |

| | |
|----------------------|-----------------------------|
| Head teacher | Mr Edward Horan |
| Date of appointment | September 1991 |
| Chair of governors | Mr D V Lloyd |
| Registered inspector | Mr Jeffrey Harries |
| Dates of inspection | 3-5 th July 2006 |

Appendix 2

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 | 28.5 | 27 | 17 | 20 | 27 | 23 | 32 | 28 | 202.5 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 10 | 1 | 10.2 |

| Staffing information | |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 19.9:1 |
| Pupil: adult (fte) ratio in nursery classes | N/A |
| Pupil: adult (fte) ratio in special classes | N/A |
| Average class size, excluding nursery and special classes | 22.5 |
| Teacher (fte): class ratio | 1.1:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of School |
| Spring 2006 | 76.5 | 87.9 | 91.0 |
| Autumn 2005 | 81.4 | 89.3 | 93.8 |
| Summer 2005 | 84.5 | 91.3 | 92.8 |

| | |
|--|-------|
| Percentage of pupils entitled to free school meals | 24.1% |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

| National Curriculum Assessment KS1 Results 2006__ | | | Number of pupils in Y2: | | | | 20 |
|---|--------------------|----------|-------------------------|---|----|----|----|
| Percentage of pupils at each level | | | | | | | |
| | | | D | W | 1 | 2 | 3 |
| English: | Teacher Assessment | School | 0 | 0 | 27 | 73 | 0 |
| | | National | 0 | 4 | 12 | 64 | 20 |
| En: reading | Teacher Assessment | School | 0 | 0 | 27 | 73 | 0 |
| | | National | 0 | 4 | 14 | 56 | 26 |
| En: writing | Teacher Assessment | School | 0 | 0 | 45 | 55 | 0 |
| | | National | 0 | 5 | 14 | 69 | 12 |
| En: speaking and listening | Teacher Assessment | School | 0 | 0 | 27 | 73 | 0 |
| | | National | 0 | 2 | 11 | 64 | 23 |
| Welsh | Teacher Assessment | School | 0 | 0 | 10 | 90 | 0 |
| | | National | 0 | 2 | 8 | 64 | 26 |
| Welsh: oracy | Teacher Assessment | School | 0 | 0 | 10 | 90 | 0 |
| | | National | 0 | 1 | 10 | 64 | 25 |
| Welsh: reading | Teacher Assessment | School | 0 | 0 | 20 | 80 | 0 |
| | | National | 0 | 2 | 15 | 60 | 22 |
| Welsh: writing | Teacher Assessment | School | 0 | 0 | 40 | 60 | 0 |
| | | National | 0 | 2 | 18 | 66 | 13 |
| Mathematics | Teacher Assessment | School | 0 | 0 | 14 | 86 | 0 |
| | | National | 0 | 2 | 10 | 63 | 24 |
| Science | Teacher Assessment | School | 0 | 0 | 24 | 76 | 0 |
| | | National | 0 | 2 | 9 | 65 | 24 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|---|-------|----------|-------|
| In the school | 76.2% | In Wales | 80.9% |

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

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

| National Curriculum Assessment KS2 Results 2006__ | | | | | | Number of pupils in Y6 | | | 28 | | |
|---|--------------------|----------|---|---|---|------------------------|---|---|----|----|----|
| Percentage of pupils at each level | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher assessment | School | 0 | 0 | 0 | 0 | 4 | 4 | 14 | 29 | 50 |
| | | National | 1 | 1 | 0 | 1 | 1 | 5 | 16 | 46 | 30 |
| Welsh | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 73 | 18 |
| | | National | 1 | 0 | 1 | 0 | 1 | 3 | 17 | 49 | 28 |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 0 | 7 | 0 | 4 | 39 | 50 |
| | | National | 1 | 1 | 0 | 0 | 1 | 3 | 17 | 46 | 31 |
| Science | Teacher assessment | School | 0 | 0 | 0 | 0 | 4 | 4 | 11 | 57 | 25 |
| | | National | 1 | 1 | 0 | 0 | 0 | 1 | 8 | 50 | 39 |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) | | | |
|---|-------|----------|-------|
| By Teacher Assessment | | | |
| In the school | 78.6% | In Wales | 74.3% |

- 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 4

Evidence base of the inspection

The school was inspected by a team of four inspectors who spent a total of nine inspection days at the school.

Before the inspection:

- meetings were held with the head teacher, deputy head teacher, staff, the governing body and nine parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 28 questionnaires that were returned were analysed and the inspection team considered the results; 92% of the responses were positive, and
- school documentation was scrutinised.

During the inspection:

- evidence was collected based on inspecting classes in a total of 44 lessons or sessions across the age ranges;
- there were other observations including collective worship services, registration, play time and lunch time;
- discussions were held with pupils on aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils reading;
- pupils' work from each year group was scrutinised by inspectors, in addition to work in the classroom and on display around the school, and
- post-inspection meetings were held with the head teacher, the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|--|---|
| Mr Jeffrey Harries Registered Inspector | Context Summary and recommendations Key questions 1,5 and 6 Mathematics Design and technology |
| Mrs Branwen Jones Team Inspector | Key questions 2 and 3 History Art |
| Mrs Audrey Evans Team Inspector | Key questions 4 and 7 Welsh first language Welsh second language |
| Mr Gwilym Davies Lay Inspector | Contributions to key questions 1,3,4, 5 and 7 |
| Mrs Sharon Owen Deputy head teacher | Nominee |

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Acknowledgement

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

