

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Llanllwni Voluntary Controlled Primary School  
Llanllwni  
Pencader  
Carmarthenshire  
SA39 9DX**

**School Number: 6693026**

**Date of Inspection: 20 February 2007**

**by**

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Llanllwni Voluntary Controlled Primary 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 Llanllwni Voluntary Controlled Primary School took place between 20/02/07 and 22/02/07. An independent team of inspectors, led by Dorothy Morris 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:

<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

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 nursery schools, 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 This Church in Wales Voluntary Controlled School is located in the rural village of Llanllwni, on the main road between Carmarthen and Lampeter. It serves the village and neighbouring areas. There are 44 pupils, between three and eleven years of age, on the school register. Pupil numbers have been relatively stable over the last few years. The school receives pupils at the beginning of the term in which they attain their fourth birthday and generally on a full-time basis.
- 2 The school considers that the area where it is situated is neither prosperous nor economically disadvantaged. No pupil is entitled to free school meals.
- 3 Pupils attending the school represent the full range of ability. The school has identified 12 pupils (27%) as having additional learning needs (ALN), including one pupil who has a statement of special educational needs. This percentage is higher than the county and national averages.
- 4 The school is identified as a 'category A' school according to the local education authority's (LEA) language policy; this means that Welsh is the main medium of the life and work of the school but it seeks to ensure that pupils are thoroughly bilingual by the time they transfer to the secondary sector. Welsh is the main language spoken in the homes of 75% of the pupils.
- 5 The school received the 'Basic Skills Agency Quality Mark' accreditation in 2006.
- 6 As the school is a Church in Wales Voluntary Controlled School, an inspector appointed by the Church undertook a separate inspection of pupils' collective worship and spiritual development.
- 7 The head teacher was appointed to her post in September 1995. The school was last inspected in January 2001.

### The school's priorities and targets

- 8 The school's main aim is to create a Christian community which promotes the highest possible academic standards in every aspect of the curriculum, ensuring that all pupils attain their potential.
- 9 The school's main priorities and targets for 2006-2007 include:
  - reviewing the statutory policies;
  - raising pupils' reading and writing standards;
  - creating a termly mathematics scheme;
  - improving information technology resources; and
  - preparing for the Foundation Phase.

## Summary

- 10 Llanllwni School achieves its aims by creating a supportive and caring environment where pupils are helped to develop positive attitudes towards learning. The school has made good progress since the last inspection. It has maintained the good standards and improved standards further in aspects of the provision. The school offers good value for money.
- 11 The self-evaluation report produced by the school prior to the inspection is of good quality and it identifies the school's strengths together with some areas where improvements are required. The inspection team concurred with the school's judgements in two of the seven key questions. A lower grade was awarded to the other questions, as the inspection team judged that aspects of work relevant to these questions have not been developed sufficiently.

### Table of grades awarded

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

### Standards

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	79%	14%	0%	0%

- 12 The school achieves the Welsh Assembly Government (WAG) targets for 2007 that standards of achievement are at least satisfactory (Estyn Grade 3) in 98% of classes inspected, and are good or very good (Estyn Grade 1 and 2) in 65% of them.

### The early years

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

### Grades for standards in subjects inspected

- 14 In key stage 1 and key stage 2, pupils' standards of achievement in the subjects inspected are as follows:

<b>Subject</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
Welsh first language	Grade 3	Grade 3
Science	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

- 15 In the subjects inspected, pupils, including pupils with ALN make good progress in gaining new skills, knowledge and understanding and they achieve the agreed learning objectives.
- 16 Over the years, baseline results for children under five show a good range of ability when they start school. The standards and progress of children under five and key stage 1 pupils in their listening, speaking, reading, writing, numeracy and information communication technology (ICT) skills across the curriculum are good.
- 17 In key stage 2, good features outweigh shortcomings in pupils' standards and progress in the key skills of literacy, numeracy and ICT across the curriculum. Pupils make good use of their Welsh oral skills, numeracy and ICT across the subjects. Key stage 2 pupils make suitable use of their English literacy skills across the curriculum and the best work is of a good standard. Nevertheless, the Welsh and English reading and writing skills of a significant number of pupils are not developing and improving consistently across the curriculum.
- 18 Pupils' bilingual competency shows good progress. By Y6, pupils communicate readily in Welsh and English.
- 19 In National Curriculum (NC) assessments over the last three years, the number of pupils assessed at the end of key stage 1 and key stage 2 is very low in most years and as a result national comparisons are not always valid.
- 20 In the NC assessments in 2006, pupils at the end of key stage 1 according to teacher assessment succeed in attaining the expected levels in every subject. Pupils' overall attainments often exceed the local and national averages. In comparison with similar schools across Wales, on the basis of free school meals, the school's results over the last three years are higher than the average.
- 21 In key stage 2, pupils' attainments in 2006, according to teacher assessment, are higher than the county and national averages in English and science but are lower in Welsh and mathematics. Pupils' overall attainments are lower than the county and national averages. In comparison with similar school across Wales, on the basis of free school meals, the school's results over the last three years are lower than the average.
- 22 The vast majority of pupils show good motivation and make good progress towards attaining their potential.

- 23 Pupils work together effectively and they show outstanding development in their personal and social skills.
- 24 Pupils show good development in their creative skills across the school. The investigating and problem-solving skills of children under five and key stage 1 pupils are good. In key stage 2, pupils' skills are developing effectively especially in subjects such as information technology, geography and design technology.
- 25 Pupils have personal targets for improvement. Pupils, especially the older pupils, have a good awareness of their strengths and weaknesses and what they have to do to achieve higher standards.
- 26 Pupils' attitudes to learning, the interest they show in their work and their ability to concentrate is good. They work hard in lessons, are ready to join in the activities provided and show enthusiasm towards their work.
- 27 Pupils' behaviour is good. They have a clear understanding of what is expected of them and are considerate and courteous.
- 28 For the three terms prior to the inspection, the average attendance was 96%. Pupils come to school punctually and the daily timetable runs smoothly. The procedures for recording attendance meet statutory requirements.
- 29 Pupils have very good knowledge of the community life of their area and contribute to many local events. Through visits and the contributions of visitors that come to the school, pupils have a good knowledge of the world of work in their area. Their enterprise skills are insufficiently developed.

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

- 30 In the lessons observed, the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
6%	76%	18%	0%	0%

- 31 The good and outstanding features to the teaching include the teachers' high expectations of all pupils across the curriculum, inspiring presentations, clear explanations and outstanding collaboration between teacher and pupil. Where there are shortcomings in the teaching, tasks are not always well matched to the wide range of learning needs in the class. At times, the teaching and learning lack pace.
- 32 The good features of the assessment procedures outweigh shortcomings. The school has a wide range of procedures for assessing and recording pupils' progress. They do not all provide sufficiently clear information to assist future teaching and learning. The annual report to parents conforms to statutory requirements.
- 33 The school responds well to pupils' learning needs and they all have equal opportunities to take advantage of a wide curriculum. Teachers are aware of the need to ensure that every pupil gains proficiency in the key and basic skills. However, planning is not sufficiently structured to ensure that key stage 2 pupils' Welsh and English literacy skills are extended consistently across the curriculum.

- 34 The learning experiences succeed well in nurturing pupils' spiritual, moral, social and cultural development, including their awareness of equal opportunity. Good attention is given to aspects such as developing pupils' understanding of the importance of helping people who are less fortunate than themselves and substantial amounts of money are raised towards local and national charities. Pupils' cultural awareness is promoted very well. A highlight for the school was the gaining of a national award for their commendable work on the subject '*Balchder Bro*' (Pride in our Community).
- 35 The partnerships with parents and the community are outstanding. The school's Parent and Friends Association is very supportive and actively participates in raising money and undertaking maintenance work at the school. Through the 'Square Mile' project, there is effective collaboration between the school and the community in sharing news.
- 36 The partnerships with other schools and agencies are also good. The cultural link with schools in Ireland, Denmark and Austria contributes well to developing pupils' appreciation of other cultures and promotes their understanding of global citizenship.
- 37 The school offers very good opportunities for learning outside the school, and these activities extend the curriculum. The *Cwricwlwm Cymreig* is a strong element of the provision and visits reinforce pupils' awareness of their heritage and the school's ecclesiastical links.
- 38 The provision for pupils with ALN is good and it achieves the requirements of the Code of Practice.
- 39 Good attention is paid to ensuring pupils' welfare. There is an effective policy with clear procedures for child protection. The school has an appropriate health and safety policy that offers clear guidelines to staff.

### **Leadership and management**

- 40 The school is well led and managed by an experienced head teacher. Her sound values and unwavering commitment to pupils' education are known to staff, governors and parents and they are clearly reflected in the work of the school. This is an outstanding feature. All members of staff work together well and there is a strong sense of mutual support in order to promote pupils' development and education.
- 41 The school development plan (SDP) sets realistic targets based on the school's needs. The budget is managed carefully and expenditure is closely linked to school targets. The school makes good progress towards achieving its main priorities.
- 42 The head teacher, staff and governors are committed to improving standards and a useful monitoring programme has been introduced. However, the self-evaluation procedures, including the role of the subject co-ordinators, have not been sufficiently developed.
- 43 The governing body is very supportive, knowledgeable and contributes fully to the life and work of the school. Members contribute well to strategic planning and are effectively developing their role in monitoring standards and the quality of provision. Appropriate attention is paid to statutory requirements in school documentation.

- 44 The school has made good progress since the last inspection and has successfully addressed the vast majority of the key issues raised.
- 45 There are a good number of teachers and support staff to undertake the work of the school. There are sufficient good quality resources for every subject and they are used effectively. The head teacher and governing body review resource needs regularly, ensuring good value for money.

## Recommendations

The school needs to:

- R1 continue to improve standards in science in key stage 2, and standards in Welsh in both key stages;
- R2 refine short term planning in order to extend pupils' learning more consistently;
- R3 extend the Welsh and English reading and writing skills of key stage 2 pupils across the curriculum;
- R4 continue to refine assessment procedures in order to assist the teaching and learning;
- R5 develop the self-evaluation procedures, including the role of curriculum leaders in the process.

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

## Standards

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

#### Grade 3: Good features outweigh shortcomings

- 46 The findings of the inspection team do not concur with the school's Grade 2 judgement in its self-evaluation report. Although pupils' personal and social skills are outstanding, their key skills and their standards of attainment are uneven.

- 47 In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	7%	79%	14%	0%	0%

- 48 The school achieves the WAG targets for 2007 that standards of achievement are at least satisfactory (Estyn Grade 3) in 98% of classes inspected, and are good or very good (Estyn Grade 1 and 2) in 65% of them.

## The early years

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

## Grades for standards in subjects inspected

- 50 In key stage 1 and key stage 2, pupils' standards of achievement in the subjects inspected are as follows:

<b>Subject</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
Welsh first language	Grade 3	Grade 3
Science	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

- 51 In the subjects inspected, pupils achieve good standards in their knowledge, skills and understanding. They make good progress towards attaining their potential, and achieve the agreed learning objectives. Pupils with ALN make good progress in line with their targets.
- 52 Over the years, baseline results for children under five show a generally good range of ability when they start school. The standards and progress of children under five and key stage 1 pupils in their listening, speaking, reading, writing, numeracy and ICT skills across the curriculum are good.
- 53 In key stage 2, good features outweigh shortcomings in the development of pupils' key skills. Pupils make good use of their numeracy and ICT skills across the curriculum. Pupils' Welsh oral skills are good. They listen carefully to adults and other pupils' contributions. The vast majority of pupils speak clearly and confidently and the more able use extended vocabulary with understanding. Pupils use their Welsh reading and writing skills regularly across the subjects. Despite this, errors in syntax and spelling hamper a significant number of pupils' written expression. Pupils make appropriate use of their English literacy skills in other subjects and the best work is of good standard. Generally, pupils do not extend and improve their reading and writing skills in Welsh and English consistently enough across the curriculum.
- 54 In the NC assessments over the last three years, the number of pupils assessed at the end of key stage 1 and key stage 2 is very low in most years and as a result national comparisons are not always valid.
- 55 In the NC assessments in 2006, according to teacher assessment, key stage 1 pupils succeed in attaining the expected levels in every subject. Their overall attainments exceed the local and national averages. There are no significant differences between the performance of boys and girls. In comparison to similar schools across Wales, on the basis of free school meals, the school's average results over the last three years places it in the upper 25%.
- 56 In NC assessments in 2006, key stage 2 pupils' attainments, according to teacher assessment, are higher than the county and national averages in English and science but are lower in Welsh and mathematics. The school notes

that a substantial percentage of the pupils have ALN and that the year group includes some new comers to the school. There are no significant differences between the performance of boys and girls. In comparison to similar schools across Wales, on the basis of free school meals, pupils' attainments are in the upper 25% in science and in the lower 50% in English; they are in the lower 25% in Welsh and mathematics. The proportion of pupils who attain the higher level, level 5, in the subjects is lower than the national averages. In comparison with similar schools across Wales, on the basis of free school meals, the school's average results over the last three years place it in the lower 25%.

- 57 In the early years and key stage 1, good progress is seen in pupils' investigating and problem-solving skills. In key stage 2, pupils' skills are developing effectively particularly in subjects such as geography, information technology and design technology. Pupils show a good development in their creative skills across the school.
- 58 Pupils' bilingual competency shows good progress. By Y6, pupils communicate readily in Welsh and English.
- 59 Pupils show outstanding development in their personal and social skills and in their ability to work together. Pupils of all ages work together effectively in pairs and as groups. They listen attentively to each other and respect each other's opinions.
- 60 An evident feature of the life and work of the school is pupils' positive attitude towards learning, their interest in their work and their ability to concentrate. There is a work ethos and pupils respond enthusiastically in class.
- 61 Pupils make good progress in their ability to work independently and to take responsibility for their own work. The children under five and key stage 1 pupils, for example, are developing into independent, confident learners.
- 62 Pupils have personal targets for their further development. Pupils, especially the eldest pupils, can discuss particular strengths and weaknesses in their work, and they know what is needed to do next in order to improve the quality of their work.
- 63 Pupils' spiritual, moral, social and cultural development is good. Pupils succeed well in developing a spiritual and moral awareness through collecting substantial amounts of money for good causes. In accordance with their age, they show concern and empathy for others. They are aware of the importance of fairness, social justice and equal opportunity. Good progress is seen in their cultural development through their involvement in Urdd activities and when discussing famous Welsh people and artists in subjects such as art, music and history.
- 64 Pupils are familiar with different traditions and cultures through the links which are developing with other countries in Europe and through their lessons in subjects such as geography and religious education.
- 65 Through their studies across the curriculum, pupils have a good awareness of conservation and sustainability.
- 66 Pupils have a variety of responsibilities in the life of the school, such as caring for the youngest children, helping in the class and collecting rubbish. Membership of the school council allows pupils to nurture valuable social skills and promotes their knowledge of citizenship effectively.

- 67 Pupils' behaviour in the class and around the school at break times and lunch times is good. Pupils are aware of the school's expectations and the vast majority adhere to the rules. They are considerate and show respect and courtesy to each other, staff and visitors to the school. The school has had no cause to exclude any pupil in the last year.
- 68 Pupils' average attendance for the three terms prior to the inspection was 96%, an average that has been constant over the last few years and which is considerably higher than the average at the time of the last inspection. Pupils arrive at the school punctually in the morning. The school's registration procedures meet statutory requirements.
- 69 Pupils have very good knowledge of the community life of their locality and they contribute to many local events. Pupils hold Christian festival services in the local places of worship. Members of the community come into the school regularly to share their experiences and interests with pupils. Through visits and the good contributions of visitors, and through the outstanding link they have with one of the largest businesses in the district, pupils have a good knowledge of the world of work in their area. Nevertheless, pupils' entrepreneurial skills are insufficiently developed.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

70 The findings of the inspection team concur with the school's Grade 2 judgement in its self-evaluation report.

71 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	76%	18%	0%	0%

72 Teachers have a good working relationship with the pupils. All pupils are treated equally and are offered effective support.

73 Teachers have good knowledge of the subjects they teach and of the Desirable Outcomes for children under five.

74 In the best practice, lessons are planned effectively and a variety of teaching strategies and appropriate resources are used. Short term planning is not consistent throughout the school in ensuring the provision of suitable activities that match the needs of pupils of different ages and ability in each class.

75 Pupils' bilingual proficiency is promoted effectively and every opportunity is taken to develop the Welsh dimension within a good number of subjects.

76 The outstanding features of the teaching include:

- high expectations that ensure appropriate challenge for all pupils in their work across the curriculum; and

- outstanding ability to interweave different aspects of the subjects across the curriculum.
- 77 The good features of the teaching include:
- clear objectives that are shared with pupils at the beginning of lessons;
  - interesting presentations at the beginning of lessons that ensure pupils' involvement in the subject in question;
  - good use of the interactive whiteboard and of ICT resources to reinforce the learning and teaching;
  - effective collaboration between teacher and pupil; and
  - effective closure at the end of lessons through reviewing and evaluating the learning.
- 78 The most common shortcomings in the teaching include:
- long presentations at the beginning of lessons and a lack of pace to the teaching; and
  - insufficient directions and explanations, especially in setting tasks.
- 79 Good features outweigh shortcomings in the quality of assessment, recording and reporting of pupils' progress. School procedures meet the statutory requirements, including those for children under five and pupils with ALN.
- 80 Core subjects are assessed regularly and effectively. Suitable use is made of standardised tests, and results are analysed carefully in order to identify strengths and weaknesses in pupils' attainments. A new system is in place for tracking pupils' progress. It is not yet fully operational, but it has the potential to be useful. The foundation subjects are assessed annually through purposeful observations and tasks.
- 81 Teachers collect examples of pupils' work, but they have not been levelled nor annotated in order to plan and identify areas for further development.
- 82 The quality of baseline assessment, which is undertaken as soon as children start on a full time basis in the school, is appropriate. Assessments are analysed and relevant targets are set for the children.
- 83 Personal targets are set for all pupils. They are linked with their current performance and contribute effectively towards their progress. The eldest pupils are aware of them and understand their purpose.
- 84 Teachers discuss and mark work alongside the pupils and positive comments are included in their work. In the best practice, they show pupils clearly what they need to do to improve the standard of their work.
- 85 Subject portfolios are being produced which will give teachers useful examples of assessed work in order to show the levels that should be achieved. This is a good development.
- 86 The annual reports to parents conform to statutory requirements and are of good quality. They give a clear picture of what pupils know and what they can do. The comments in them are constructive and set a clear direction for improving work. Parents are happy with the reports they receive and appreciate

the opportunities they have to discuss their children's progress with the teachers.

**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**

- 87 The findings of the inspection team do not concur with the school's Grade 1 judgement in its self-evaluation report. There are outstanding features to aspects of the provision. Despite this, planning does not always ensure sufficient progression and continuity in every aspect of learning.
- 88 The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum that conforms to NC and religious education requirements, together with the Desirable Outcomes for children under five.
- 89 There are appropriate policies and long-term schemes of work in every subject. These are a good foundation to ensure a balance and breadth in the curriculum. The short term planning does not ensure sufficient coherence and progression in every subject.
- 90 Teachers are aware of the need to ensure that every pupil gains proficiency in key and basic skills. Key skills are appropriately identified in the foundation subjects' mid term plans and in the core subjects' short term plans. Aspects such as numeracy, Welsh oral and ICT skills are seen to permeate and develop effectively throughout the curriculum. However, the provision does not ensure consistent progression in the Welsh and English reading and writing skills of key stage 2 pupils in their work across the curriculum.
- 91 The school strives well to promote pupils' bilingual skills. However, the use of both languages in key stage 2 is not planned in sufficient detail to ensure consistent progress and development in pupils' skills.
- 92 The very good opportunities for pupils to learn outside school hours effectively extend the curriculum. They include visits to places of educational interest, such as museums, churches and businesses, which contribute substantially to pupils' experiences and development. Pupils benefit from taking part in Urdd activities, a stay in a residential camp, as well as activities organised with other schools in the district.
- 93 The *Cwricwlwm Cymreig* is a strong element of the provision and the visits successfully reinforce pupils' awareness of their heritage and ecclesiastical links. Members of the community contribute effectively to this aspect. They include the vicar, and also the elderly who share their knowledge and experiences effectively during history and geography lessons.
- 94 Pupils' personal and social education (PSE) is well-developed through aspects of the curriculum, circle time and through specific lessons which focus on this aspect. Good attention is paid to aspects such as developing pupils' awareness of the importance of helping people who are less fortunate than themselves. Money is raised for local and national charities such as Children in Need, UNICEF and a substantial amount for the Noah's Ark Appeal. Through the school council, good opportunities are provided for pupils to influence matters

associated with their every day lives as well as promoting their understanding of citizenship.

- 95 The provision for pupils' spiritual, moral, social and cultural development is good. The school meets legal requirements to provide religious education and a daily act of collective worship. There are very good opportunities to reinforce pupils' caring values and to emphasise the differences between right and wrong. Pupils contribute effectively in establishing rules that ensure courtesy and respect for others within the school.
- 96 Pupils' cultural awareness is very well promoted through visits by authors, and an opportunity to listen to a drama company. A highlight for the school has been the gaining of a national award for its commendable work on the subject 'Balchder Bro' (Pride in our Community). A cultural link with schools in Ireland, Denmark and Austria contributes well towards developing their appreciation of other cultures and promotes their understanding of global citizenship.
- 97 The partnership with parents and the community are outstanding. Parents praise the work of the school and find it easy to communicate with the staff. The home/school agreements are completed appropriately. The school's Parent and Friends Association are very supportive and actively participate in raising money and undertaking maintenance work at the school. Through the 'Square Mile' project, there is effective collaboration between the school and the community in sharing news.
- 98 The links with local businesses extend pupils' knowledge of the world of work well. Pupils are involved with the local timber factory where they learn about the use made of trees and their journey to the paper factory in Finland. They also visit gardens and a local farm. Pupils' entrepreneurial skills have not been developed sufficiently.
- 99 There is a good link between a cluster of primary school in the district to share resources and organise courses. Arrangements for transferring pupils to the secondary school are effective. A sports day, visits and transition lessons are arranged that assist the process. There is an effective partnership with local colleges, and students regularly visit the school on work experience.
- 100 Every pupil has equal access to all the school's activities and it treats those who are socially disadvantaged well. The school firmly challenges all forms of stereotyping.
- 101 The school effectively raises pupils' awareness of the skills they will have to use as members of the community. They also develop in them good practices involving healthy eating and looking after the environment. The school council promotes a healthy, balanced menu, and through the dragon sports club encourages regular exercise. The school promotes sustainable development through collecting rubbish as part of their cleaning the village plan, recycling Christmas cards and recycling shoes to support the Blue Peter Appeal. Already, the school has gained the Eco Schools Bronze Award.
- 102 The school reflects national priorities for lifelong learning and community regeneration well through its role as the village community centre. The school is at the heart of the community. The educational provision establishes sound foundations for promoting positive attitudes amongst pupils towards their future learning.

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

##### **Grade 2: Good features and no important shortcomings**

- 103 The findings of the inspection team do not concur with the school's Grade 1 judgement in its self-evaluation report that provision is good with outstanding features. The inspectors judge that provision is consistently good.
- 104 The quality of the care, support and guidance to pupils is good. The school has a happy ethos and staff consistently care for pupils' happiness, safety and welfare. Pupils are encouraged to play together happily and adhere to school rules. All staff know their pupils well and pupils feel safe and that they can turn to staff if they have a problem.
- 105 There are good links between the school and the care and support services. The school works closely with the LEA and the quality of support is good, with specialists, such as an education psychologist, and speech and vocational therapist, supporting teachers and pupils.
- 106 The school has developed effective work partnerships with parents and carers. Parents' opinions are considered and they receive good information about their children and about the educational provision, including a comprehensive prospectus.
- 107 The school's induction procedures are good. The voluntary nursery school meets in the school and the children are therefore familiar with their new environment. The arrangements for transferring pupils to the secondary school are thorough and the procedures for integrating new comers to the school are effective.
- 108 The school makes good provision for pupils' PSE. This aspect permeates the curriculum. The nurse visits the school and ensures that attention is given to sex education as an integrated part of the curriculum. The children's personal development is further promoted through the Healthy Schools initiative. Members of the school council make effective decisions regarding improving the school environment.
- 109 There are relevant policies for ensuring pupils' pastoral care and welfare with good arrangements to address any matter involving health and safety. Before taking pupils on visits, the teacher visits the site in order to ensure its suitability. Written permission is required from parents for every activity outside the school. The head teacher has a first aid certificate and the accident record book is kept regularly. The school has appropriate arrangements to deal with complaints and appeals.
- 110 The head teacher and named governors are the people responsible for child protection policies and procedures. They attend relevant courses and share information fully with the remainder of staff. All members of staff are fully aware of the legal requirements and the necessary procedures are in place.
- 111 The quality of provision for pupils with ALN is good. Pupils' needs are identified early through systematic assessments. Suitable individual education plans (IEPs) are prepared and specific targets are set. These pupils benefit from being taught individually for one session a week. They make good progress that

- corresponds to their age and ability. Plans for promoting these pupils' literacy skills are implemented effectively by school staff and other support staff who are specifically employed for the task.
- 112 Specific strategies are in place to deal with unacceptable behaviour. They have been well developed through discussions between the staff and the pupils.
- 113 There are sound procedures for monitoring punctuality and attendance. The head teacher monitors attendance consistently and there is a good partnership with the officers of the LEA. The school's registration and monitoring procedures conform fully to the current requirements.
- 114 The quality of provision for ensuring equal opportunity for the pupils is good. Every pupil, whatever his/her background, is respected and is treated equally. A purposeful policy for promoting racial equality is implemented well. There are clear policies for gender equality, with every child having equal access to the school's activities.
- 115 The school is already taking steps to ensure that pupils with physical disabilities are not treated less favourably than able-bodied pupils, with respect to the opportunities and the support they receive. The building has been appropriately modified to ensure that disabled people have full access to every part of the site.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

- 116 The findings of the inspection team do not concur with the school's Grade 1 judgement in its self-evaluation report. Although there are a significant number of good features in the quality of the school's leadership and management, the key stage 2 pupils' attainment in NC assessments when compared to similar schools, are uneven. There is clear evidence that the school's strategies, including offering additional support to pupils with ALN and to the new comers in key stage 2, ensure that all pupils make good progress and achieve, and at times, exceed their personal targets.
- 117 The head teacher and the governing body's firm leadership ensure that agreed values with respect to standards of achievement and the quality of the educational provision are promoted well.
- 118 The head teacher's leadership and management are good and offer clear direction to the work of the school. Her unwavering commitment to pupils' educational and social development is known to the staff, the governors and the parents, and is well reflected in the work of the school. This is an outstanding feature. Pupils feel that they are appreciated and that they have equal opportunities to succeed.
- 119 All members of staff work together well and a strong sense of mutual support is nurtured in order to promote pupils' development. Arrangements regarding teachers' workload agreements have been planned carefully and are implemented effectively.

- 120 The school gives good attention to national priorities, including developing the Healthy School initiative, Eco School scheme, and the PSE programme. The early years' staff are starting to implement the recommendations of the Foundation Phase effectively. The school council is working successfully and assists pupils to contribute to decisions which affect them. The school is seeking to raise standards consistently in literacy and numeracy and has gained the Basic Skills Agency Quality Mark. It has also gained the Investors in People accreditation.
- 121 The school works together well with a number of partnerships, including the primary and secondary schools of the district, on initiatives such as staff training, transition plans and curricular activities.
- 122 The policy and procedures for performance management are implemented well. Evaluations of the work of individual staff members effectively contribute to their professional development and to developing the SDP.
- 123 There are suitable processes for setting targets for pupils at the end of both key stages. The targets are based on the likely performance of every pupil and, on the whole, they are attainable targets. Staff analyse in detail the school's results in NC assessments in relation to the county and national outcomes.
- 124 The governing body meets regularly and fulfils all its regulatory and legal responsibilities well. Members have adopted appropriate management policies and they attend training courses organised by the LEA in order to extend their knowledge further. This is good practice. The management workload is shared through individual governors leading on aspects such as ALN, child protection, finance, and health and safety.
- 125 The governors have adopted all the required statutory policies. The contents of the school's handbook and the governing body's annual report to parents conform fully to the current requirements.

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

**Grade 3: Good features outweigh shortcomings**

- 126 The findings of the inspection team do not concur with the school's Grade 2 judgement in its self-evaluation report. There is a clear commitment among the head teacher, the staff and the governors to raising standards. Nevertheless, the evaluation procedures, including the role of the subject co-ordinators, have not developed sufficiently.
- 127 A self-evaluation programme is in place and identifies aspects and subjects for review. Although there are appropriate monitoring reports on subject provision and pupils' achievements in some areas, they do not focus sufficiently on teaching and learning within classes.
- 128 Subject development responsibilities have been shared appropriately among teaching staff and the co-ordinators fulfil their planning responsibilities effectively. Regular staff meetings create a useful forum for reviewing policies, evaluating new initiatives and discussing pupils' general work and progress. Despite this, their monitoring role is not sufficiently formalised to ensure that

there are comprehensive evaluation procedures which provide a secure overview of pupils' standards of achievement across the school.

- 129 The self-evaluation report, constructed by the school, is comprehensive and clear. The document is suitably based on the inspection framework and the comments refer to appropriate evidence, such as school procedures, records and documentation. The inspection team agrees with the school's judgements in two of the seven key questions. In every case where there is a difference, the inspection team has awarded a lower grade than the one awarded by the school. In the inspectors' judgement, insufficient attention is given to aspects of provision within these key questions.
- 130 Recently, a formal arrangement was established to invite the staff, the governors and the parents to express an opinion on the quality of the educational provision. This is a good development.
- 131 The head teacher undertakes a detailed analysis of the outcomes of NC assessments and school tests. Teachers' assessment results at the end of key stage 1 and key stage 2 are analysed according to the county and national outcomes. With the support of the LEA's education officer, suitable targets are set for improvement as a result of this analysis.
- 132 The SDP is an effective planning document. The action plans include general costings, timetables and criteria for measuring success. The budget is carefully managed and expenditure is closely linked to the school's main priorities. Appropriate processes are used in order to set suitable targets, and the head teacher and the governing body effectively analyse the implementation of the action plans. Consistent progress is made in addressing the main targets set, and improvements are seen in areas such as extending the curriculum and raising standards. Nevertheless, there is not a clear enough link between the findings of the self-evaluation process and the priorities in the SDP.
- 133 The school has given good attention to addressing the vast majority of the key issues identified in the 2001 report. It has succeeded in raising standards in subjects such as science in key stage 1 and physical education in both key stages. Quantitative targets have been set at the end of key stages, attention has been given to the shortcomings in teaching, the SDP has been refined and the school has responded effectively to developing the governing body's monitoring role. The need remains to develop the self-evaluation system and to extend the role of the subject co-ordinators. Improving pupils' writing standards in Welsh continues to be one of the school's main targets.

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

<b>Grade 2: Good features and no important shortcomings</b>
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- 134 The findings of the inspection team agree with the school's Grade 2 judgement in the school's self-evaluation report.
- 135 There is a sufficient number of qualified and experienced staff to meet the curriculum's requirements. Effective use is made of staff's subject specialisms through exchanging classes to teach different subjects. Good use is also made of the 'athrawes fro' and the ALN teacher to give appropriate input. All this contributes towards raising standards.

- 136 Teachers' needs are identified and an effective programme is provided to promote their professional development. They have good access to a range of in-service training.
- 137 A valuable contribution is made by the support staff, the administrator and the cook towards the school's organisation, administration and ethos.
- 138 Arrangements for providing periods for the teachers to plan, prepare and assess (PPA) are implemented effectively. The school meets the requirements, and the arrangements are managed effectively.
- 139 The resources are sufficient and of good quality, and they are effectively used in lessons. They are renewed termly to match the requirements of pupils' learning experiences.
- 140 The colourful displays on classroom walls create a pleasant environment in celebrating pupils' work.
- 141 The school's buildings and classrooms are kept in a satisfactory condition but most classrooms are small and unsuitable for teaching all areas of the curriculum. School staff, however, make good use of the space available. There is a shortage of space for storing equipment and resources inside the school. One of the three classes is used as the school hall and also the nursery group meets there on three mornings a week.
- 142 The nursery/reception/key stage 1 class is situated in a demountable classroom at the side of the school, which has restricted the pupils' limited playing area. The yard is limited and there is no designated play area for the children under five. The school has acquired the use of a neighbouring field to extend pupils' experiences during break and lunch times and for sports. They use the resources of the locality and further a field successfully; for example places of historical and cultural interest, and leisure centres for physical education lessons. Visitors to the school are also perceived as effective teaching resources.
- 143 Although parts of the building have been maintained appropriately, other parts have not been addressed. The governors have been liaising with the LEA for a considerable amount of time to deal with these shortcomings. The accommodation allows good access for those with physical disabilities. The inside and outside of the school is kept clean and tidy.
- 144 The daily management of the school is good and there is effective use of governors' specialisms to support the school. The governing body and the head teacher, with the effective support of the LEA's finance officer, reviews and monitors resource needs in line with the targets of the SDP. The school offers good value for money.

## Standards achieved in subjects and areas of learning

### Welsh first language

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

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

#### Good features

- 145 Key stage 1 pupils listen attentively to presentations and contribute enthusiastically in class. They discuss confidently in pairs and groups and interacting with each other and the teacher using appropriate language.
- 146 Pupils' reading skills are developing well and the most able in Y2 read fluently with purposeful expression. They can discuss their reading books showing a good understanding of the contents.
- 147 Pupils can write for different purposes including a dialogue, portrayal and a story. Some pupils show originality in writing an imaginative story. The most able can use sentences and punctuation well on paper and when using their ICT skills to record their work.
- 148 In the early years of key stage 2, the listening and concentration skills of the vast majority are good. They can express an opinion effectively on the contents of a poem, and the majority read it with good expression. Pupils use a thesaurus and a dictionary appropriately to assist spelling. In the upper end of the school, pupils respond well orally to increasingly complex subjects.
- 149 Pupils show increasing confidence in writing in a variety of ways and for different purposes such as a letter, diary, parody, newspaper report and a story. They use different tenses of the verb correctly and make suitable use of adjectives, comparisons and idioms in their work. Older pupils are aware of dialect in stories.

#### Shortcomings

- 150 In key stage 1, a significant minority of pupils' oral and written expression is hampered by errors in syntax and a limited range of vocabulary.
- 151 The reading skills of a significant number of key stage 2 pupils lack fluency, and their awareness of books by a variety of authors has not developed sufficiently.
- 152 Key stage 2 pupils do not redraft their work sufficiently in order to improve the quality of their work. The spelling skills of a significant number of pupils are uneven.

### Science

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

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

#### Good features

- 153 In key stage 1, pupils know the difference between living and non-living things. They can name parts of the body correctly and they know of the main features and purposes of their senses. They develop a good awareness of the different categories of food needed for mankind to live healthy lives.

- 154 The older pupils can discuss the life cycle of a number of animals. They recognise the different parts in a plant and through their investigations, know what plants need to grow. The older pupils are familiar with the properties of different materials and they use the correct terms to describe them.
- 155 Pupils undertake investigations confidently and they can discuss their observations well, using the correct terms. They record their work well in the form of notes, tables and pictures.
- 156 In key stage 2, the older pupils have a secure understanding of electrical circuits and they know that some materials are better than others for conducting or insulating electricity. They can recognise the main features of materials and ascribe those to their use. The older pupils have a good knowledge of the Earth as a planet in space.
- 157 Pupils have a good knowledge of life processes and living things. They understand the meaning of a balanced diet and they can explain which foods are required to grow healthily. They can discuss the body's main organs and explain accurately the effect of exercise on the rate of the heartbeat.
- 158 The vast majority of the older pupils have a good awareness of what is required for a fair test and they make sensible predictions of possible results to their investigations.
- 159 The older pupils record their investigation results systematically and most use scientific terms accurately.

### **Shortcomings**

- 160 A substantial number of Y3 and Y4 pupils' knowledge and understanding of the topics presented have not developed sufficiently.
- 161 A substantial number of Y4 pupils' ability to communicate the findings of their investigations by using notes or diagrams is insufficiently developed.

## **Information technology**

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

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

### **Good features**

- 162 In key stage 1, pupils make good use of appropriate program to reinforce their literacy and numeracy skills and to produce effective artwork. They also use program to create different shapes and attractive patterns. They follow on-screen directions accurately.
- 163 Pupils use their word processing skills capably to present their written work, and they can print their work independently. By Y2, pupils can input simple data to create graphs.
- 164 In key stage 2, pupils show good skills in working independently and they use the computer confidently. They load, save, recover and print their work correctly. They make good use of their word processing skills to produce and display their written work. They use a variety of processes to change the format, colour and size of the text.

- 165 Pupils make good use of their skills to organise, analyse and display data in different forms and for different purposes.
- 166 Pupils use the interactive whiteboard appropriately to undertake tasks independently across the curriculum, and to present answers during class activities.
- 167 In both key stages, pupils understand the purpose of e-mails. With the support of an adult, they can confidently compose and send e-mails to other pupils in the school.
- 168 In both key stages, pupils recover and print information well from the Internet and from a CD-Rom as part of their investigations across the curriculum.
- 169 In both key stages, the majority of pupils are familiar with using the digital camera for recording visits and activities.
- 170 In both key stages, pupils know that computers play an important role in their daily lives and they can describe how they are used in different contexts.

### **Shortcomings**

- 171 There are no important shortcomings.

## **Geography**

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

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

### **Good features**

- 172 In key stage 1, pupils' knowledge of their village is good. They can ask and answer geographical questions confidently by marking locations on a sketch-map and by looking at an aerial photograph of the village. They can work independently in making a plan and identifying important features. They can use a key to match their maps and can create and place symbols correctly.
- 173 Through visiting a neighbouring town, they can compare buildings sensibly and give an opinion on what they see. Through visiting a seaside village, they can compare both localities well.
- 174 Key stage 2 pupils are aware of the human and physical features of their locality. They use their investigative skills capably in using ordinance survey maps to locate places within their area and in using a scale to estimate and calculate distance. They use four figure co-ordinates and references confidently.
- 175 Pupils' understanding of environmental change is good and is extended through visiting the local timber mill and learning about the importance of replanting new trees. Following visits to Pembrey Country Park, they understand the importance of conserving the environment and of sustainable development.
- 176 In the context of studying other places, pupils know how people affect their environment, for example in a rain forest in the Amazon. They use maps effectively to compare rainfall and temperature.
- 177 Pupils have a good knowledge of Italy as a contrasting locality. They recognise geographical patterns and use a local person and secondary sources effectively to extend their knowledge.

178 In discussing their knowledge of an area in Lesotho that is less economically developed, pupils can compare well the school day, the homes, the methods of farming and the climate. They use appropriate geographical terminology.

### **Shortcomings**

179 There are no important shortcomings.

<b>Music</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**

180 In both key stages, pupils know a variety of suitable songs for their age. In singing, they pay appropriate attention to musical elements such as pitch, breathing, phrasing and dynamics.

181 In key stage 1, the vast majority of pupils recognise un-tuned instruments and name them accurately. In response to different stimuli, pupils can effectively create and organise sounds from different sources in order to convey a distinct mood. They do this confidently and they perform their compositions with enthusiasm. They are familiar with the terms that describe musical elements such as pace.

182 Through a range of purposeful activities, pupils can maintain a correct beat successfully and repeat a rhythm well.

183 Pupils have a basic understanding of the essentials of composition and can compose simple pieces of music in the form of a graphic score. In performing their compositions, they follow a graphic score accurately.

184 In key stage 2, pupils listen to a variety of music and they use musical terms accurately in describing different aspects.

185 In response to a stimulus, pupils can compose an interesting sequence by using tuned and un-tuned instruments, and other sound sources. They record their work in the form of a graphic score and they follow the score accurately when performing. They use their ICT skills appropriately to compose and create musical patterns.

186 The vast majority of pupils can evaluate and give a constructive opinion about their own and other pupils' work. They listen well and they can recognise features such as tempo, pitch and texture. They use these terms accurately when discussing performances.

187 Pupils use the five-note scale confidently to compose and perform impromptu patterns using tuned and un-tuned instruments.

188 Pupils learn to play the recorder and some pupils take advantage of other instrumental lessons. This contributes effectively towards good standards in the subject.

### **Shortcomings**

189 In both key stages, a small minority of pupils' ability to evaluate and discuss their own work is underdeveloped.

## Physical education

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

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

### Good features

- 190 In both key stages, pupils work energetically. They listen well to directions and concentrate on the task. They understand the importance of warming up the body at the beginning of exercising and resting the body after exercising.
- 191 In both key stages, pupils know well the need to ensure safety during lessons. Key stage 2 pupils can explain the beneficial effect of exercise on health.
- 192 In key stage 1, in gymnastic lessons, pupils have a good awareness of the basic movements of traveling as they move around the hall in different ways. They perform a variety of movements, changing shape, level and direction effectively. They show good control in using a box and mats in their activities. In dance, pupils use their bodies well to respond imaginatively to different stimuli such as lullabies.
- 193 In key stage 2, pupils modify and refine the basic movements of travelling around the hall well. They move purposefully from one activity to another improving their techniques consistently. They show good control of their bodies.
- 194 In their dance lessons, pupils respond effectively to poetry and music, and they work together well as individuals, as pairs and as groups. They evaluate each other's performances well, discussing intelligently and explaining how they can develop further.
- 195 Key stage 2 pupils receive swimming lessons and the school states that every pupil is a confident swimmer and developing effective swimming skills.

### Shortcomings

- 196 There are no important shortcomings.

## School's response to the inspection

The school is pleased that the inspectors have found that the school has made good progress since the last inspection. It is noted that there is outstanding development in pupils' personal and social skills, in the interaction between teacher and pupil, and in the partnerships with parents and the community.

The vast majority of the report emphasises the good features that were seen during the inspection.

The school accepts the recommendations, and the staff, the governors and the local authority will collaborate in their implementation.

## Appendix 1

### Basic information about the school

Name of school	Llanllwni Voluntary Controlled Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Llanllwni Pencader Carmarthenshire
Postcode	SA39 9DX
Telephone number	01559 395624

Head teacher	Mrs N Davies
Date of appointment	September 1995
Chair of governors	Dr D Thorne
Registered inspector	Miss D Morris
Dates of inspection	20-22 February 2007

## 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	4	5	5	6	2	8	6	8	44

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	3	-	3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14.6:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	14.6
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	92%	89%	97%
Summer 2006	93%	84%	96%
Autumn 2006	96%	81%	95%

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

### Appendix 3

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

<b>National Curriculum Assessment KS1 Results 2006</b>	Number of pupils in Y2	2
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included		

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

<b>National Curriculum Assessment KS2 Results 2006</b>	Number of pupils in Y6	6
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included		

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by Teacher Assessment</b>			
In the school	67%	In Wales	74%

### Appendix 4

#### Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors who were present in the school for six inspector days. A school nominee also formed part of the inspection team.
- Pre-inspection meetings were held with the parents and the governing body to discuss the life and work of the school.
- Parents completed eight questionnaires and they were carefully analysed.
- Discussions were held with the head teacher, staff with specific responsibilities and support staff.
- School documentation was examined.
- Seventeen lessons were observed, as well as parts of other teaching sessions.
- Inspectors listened to pupils in every year-group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunchtime and the beginning and end of school sessions.
- The inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body to discuss the findings of the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Miss D Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 2, 3 (shared), 5, 6 Appendices Subjects- science, information technology, music
Mrs A Evans Team Inspector	Key Questions 3 (shared), 4, 7 Subjects - Welsh first language, geography, physical education
Mrs J Davies Lay Inspector	Contributions to key questions 1, 2, 3, 4, 7
Mrs N Davies Head teacher	Nominee

### ***Acknowledgement***

***The inspectors wish to thank the governors, the head teacher, staff, pupils and parents of the school for their willing co-operation during the inspection.***

### **Contractors**

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