

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

A Report on the Quality of Education in

**Cefneithin Primary School
Heol y Parc
Cefneithin
Llanelli
Carmarthenshire
SA14 7DE**

School Number: 6692000

Date of Inspection: 28 April 2009

by

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Cefneithin 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 Cefneithin Primary School took place between 27/04/09 and 30/04/09. 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:

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 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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. Cefneithin Primary School is a community primary school maintained by Carmarthenshire Unitary Authority (UA). The school is situated in the centre of the village and serves the village itself and the surrounding rural area. Children are admitted to the school at the beginning of the term of their fourth birthday. Currently, there are 59 pupils between three and 11 years of age on the register. Numbers have reduced slightly over recent years, in line with local trends.
2. According to the school, the area overall is neither prosperous nor economically disadvantaged. Twelve per cent of pupils are entitled to receive free school meals, a percentage that is lower than the local and national averages.
3. The school admits pupils from across the whole ability range. Fourteen pupils (24%) have been identified with special educational needs (SEN), including one pupil who has a statement of SEN; this percentage is higher than county and national averages.
4. Welsh is the medium of teaching in the reception class and in key stage 1(KS1). In key stage 2 (KS2), pupils are taught through the medium of English and Welsh with the aim of ensuring that pupils are fully bilingual by the time they transfer to the secondary sector. Sixty-seven per cent of pupils come from homes where English is the main language of communication.
5. During the academic year 2008-2009, the school was awarded the Basic Skills Agency Quality Mark for the third time. It has also gained the Eco-Schools award and is part of the AU's 'Healthy Schools' scheme.
6. The school was last inspected in April 2003 and there have been substantial changes amongst the teaching and support staff since that time. In the two years leading up to the inspection, there was a long period of instability with regard to staffing in KS1. The headteacher has been in her post since June 2003.

The school's priorities and targets

7. The school's main aim is to create a school that has a happy atmosphere in order to further pupils' academic, emotional, social, moral and spiritual development to the best of their ability.
8. The school's main priorities and targets for 2008-2009 include to:
 - raise pupils' standards of literacy;
 - continue to develop pupils' information and communications technology (ICT) skills;
 - encourage pupils to use assessment for learning;
 - implement the Foundation Phase, and
 - develop the 'Healthy Schools' scheme.

Summary

9. Cefneithin Primary School has a number of good features. Since the previous inspection, it has succeeded in maintaining the good standards in most of the subjects inspected, and improved the quality of the educational provision further in many areas. There are outstanding features to the range and nature of the learning experiences provided across the curriculum.
10. The self-evaluation report produced by the school prior to the inspection, is clear and comprehensive, and identifies strengths and areas where there is a need for improvement. The inspection team agreed with the school's judgements in all of the seven key questions.

Table of grades awarded

11. The inspection team judged the work of the school as follows:

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
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 1
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 2
7 How efficient are leaders and managers in using resources?	Grade 2

Standards

12. Overall, the education that the school provides meets the range of pupils' needs effectively. Pupils, including those with SEN, make consistent progress in gaining new skills, understanding and knowledge and succeed in achieving the agreed targets and learning objectives set for them.
13. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

14. These figures compare favourably with the national findings published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-2008, which states that standards are good or better (Grades 1 and 2) in 84% of lessons and outstanding (Grade 1) in 12% of lessons.
15. The quality of the provision for children under five years of age is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.

Grades awarded in the subjects inspected

16. Standards in the lessons observed are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Design technology	Grade 1	Grade 1
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

17. In National Curriculum (NC) assessments over the last three years, the number of pupils assessed at the end of both key stages has varied significantly and has been lower than 10 in the majority of these years. As a result, national and local comparisons are not always valid.
18. Pupils' attainments in NC assessments in KS1 in 2008, according to teacher assessment, were lower than the county and national averages in Welsh and mathematics, and similar to the county averages but lower than the national averages in science. In comparison with similar schools in Wales, on the basis of the percentage of pupils entitled to receive free school meals, pupils' attainments place the school in the lowest 25%. Over the last three years, the school's performance has been uneven and has varied between the lowest 25% and the lowest 50% of similar schools.
19. In 2008, pupils' attainments in NC assessments in KS2, according to teacher assessment, were higher than the county and national averages in English, mathematics and science. Pupils' attainments in Welsh were lower than the county and national averages. In comparison with similar schools across Wales, based on the number of pupils entitled to receive free school meals, pupils' attainments overall vary from the highest 25% to the lowest 25%.
20. During recent years, there has been continuous improvement in pupils' progress by the end of KS2, with pupils achieving, and at times exceeding their targets. In KS1, pupils' progress from the reception stage is uneven. In both key stages, pupils with SEN make good progress in achieving the targets set for them.
21. Overall, the children under five years of age make good progress in the key skills of thinking, communication, numeracy and ICT. Their creative skills and their ability to find answers to problems are also developing consistently.
22. In both key stages, good features outweigh shortcomings in pupils' standards and progress in thinking, communication, numeracy and ICT skills across the curriculum. Pupils make appropriate use of these skills in their work in many subjects and in the best practice use these skills more independently to improve their own learning. Overall, however, pupils do not extend these skills progressively across the key stages.
23. Overall, standards in pupils' bilingual proficiency show consistent progress. By the end of KS2, most pupils are proficient in both English and Welsh.
24. Pupils have appropriate targets for improvement to attain. However, overall, pupils' ability to evaluate their work and to identify what they need to do in order to improve is insufficiently developed. This is an area that has been appropriately identified for attention in the school development plan (SDP).

25. Throughout the school, pupils show good progress in their personal and social skills. They work effectively in pairs and small groups and warmly welcome visitors to their school.
26. Pupils' attitudes towards their learning and the interest they show in their work are good. Most work hard during lessons and readily join in the range of activities provided. They make consistent progress towards attaining their potential and are ready for the next stage of their learning.
27. In both key stages, pupils' learning skills are developing effectively and good progress can be seen in their problem solving skills. There are outstanding features in the development of their creative skills in areas such as art and design, and music.
28. Pupils' moral, social and cultural development is good. Through circle time activities and the school council, pupils develop sound moral and social values. They show consideration for others less fortunate than themselves and collect sums of money for worthy causes.
29. Pupils' awareness of equal opportunities is developing well and they show respect for the various faiths, cultural attitudes and traditions that are found in society. They have a good knowledge of the culture and heritage of Wales.
30. Pupils' behaviour is very good and an outstanding feature. They have a clear understanding of what is expected of them and they respond positively to the behaviour management strategies that are adopted by the school.
31. Pupils' attendance levels are good. For the three terms prior to the inspection, the average attendance percentage was 94.8%. The vast majority of pupils attend school regularly and they are punctual at the beginning of the school day.
32. Pupils have a good knowledge of community life in their area and regularly contribute to local events. Through educational visits and the contribution of visitors from the community to the school's curriculum, they have a secure awareness of the world of work in their area.

The quality of teaching and training

Grades for teaching

33. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	82%	6%	0%	0%

34. The percentage of lessons graded 1 and 2 are above the findings of the previous report. They are also above the findings reported in the HMCI's Annual Report for 2007-8, which states that the quality of teaching in primary schools in Wales was good or better (Grade 1 and 2) in 83% of lessons inspected. However, they are below the national findings of 16% of lessons judged Grade 1.
35. The good and outstanding features of the teaching include high expectations, lively teaching, challenging activities and effective collaboration between the teacher and the pupil. When there are some shortcomings in the teaching, activities are over-long in relation to pupils' ages and ability.

36. In the best practice, teachers' planning pays good attention to pupils' learning needs in classes of mixed ages and ability. This practice is not sufficiently consistent across all lessons.
37. There are good features in the quality of assessment, recording and reporting on pupils' progress. Pupils' achievements and progress are assessed fairly, accurately and regularly. Overall, the annual reports to parents are of good quality, and parents appreciate the regular opportunities they receive to visit the school to discuss their children's progress.
38. The range and nature of the learning experiences offered to pupils have outstanding features. The school offers equal access to a broad, balanced and rich curriculum that conforms to statutory requirements. There is a policy and appropriate procedures for developing pupils' key skills across the curriculum. There are outstanding features in the provision for developing pupils' thinking skills. Even so, the planning is not always sufficiently detailed to ensure consistent continuity and progression in the development of key skills.
39. The substantial number of extra-curricular activities, and valuable curricular links both locally and on a wider scale, further enriches pupils' learning experiences. There are outstanding features to the school's partnerships with parents, the local community, schools and the different agencies. The strong links between the school and schools in Southern Ireland and Denmark, for example, are a source that provides pupils with experiences of a high standard.
40. The provision for spiritual, moral, social and cultural development is good. The daily act of collective worship contributes effectively to pupils' spiritual development, their understanding of moral issues, and promotes respect towards the people around them and the environment.
41. There are outstanding features to the provision for raising pupils' awareness and understanding of sustainable development and global citizenship. The school makes good efforts to operate in a sustainable way. There is a strong emphasis on health education, and promoting a healthier lifestyle permeates the curriculum and is evident in the daily routines.
42. This is an inclusive school. This reflects the good features of the pastoral care, support and guidance, which are offered to all pupils. Good attention is given to pupils' well being. Clear policies and procedures relating to health and safety, including fire prevention, sex education and first aid are carefully implemented. Appropriate risk assessments are undertaken in order to ensure that the school's environment is safe and also before undertaking any school visits. There is an appropriate policy for child protection and all staff are aware of the guidance.
43. There are good features in the provision for pupils with SEN. In classes and during withdrawal sessions, teachers and experienced support staff offer good support to pupils. The provision satisfies the requirements of the Code of Practice and pupils with SEN make good progress commensurate with their ability and stage of development.

Leadership and management

44. The headteacher's leadership and management are good and offer the school clear direction. Her strong commitment to children's education and to raising standards is evident to staff, governors and parents and is reflected well in the

work of the school. Each member of staff works together well as a team in order to promote pupils' development and educational achievement. This is a strength.

45. The governing body is very supportive, knowledgeable and contributes fully to school life. Members have a good knowledge of the school's current needs and contribute effectively to the planning and monitoring processes. Members visit the school to discuss and observe aspects of the provision and report back to the full governing body.
46. The SDP sets suitable priorities and provides a relevant agenda for moving the school forward. The school's budget reflects the main targets for expenditure.
47. The current monitoring and evaluating procedures offer the school useful information on the quality of its educational provision and standards of achievement.
48. Overall, the school has responded successfully to most of the key issues from the previous inspection. Standards in geography have risen, monitoring procedures have been developed ensuring that the results inform the SDP, and a personal and social education (PSE) programme has been formulated. Standards in Welsh have not developed sufficiently and the need remains to strengthen further some aspects of the key skills.
49. Resources are managed and used well. There is a good supply of teachers and support staff who have the appropriate qualifications and experience to undertake the work of the school. These have been deployed effectively and receive good opportunities for further professional development.
50. There is a sufficient supply of resources and they are used effectively to facilitate the teaching and learning. Effective use is made of the local environment, the community and educational establishments to enrich pupils' learning. The headteacher, the finance officer and the governors regularly review the use of resources and the school offers good value for money.

Recommendations

In order to develop further, there is a need for the staff and governors to:

- R1 raise standards in Welsh in both key stages;*
- R2 build on the good practice to strengthen pupils' basic skills and key skills further;
- R3 disseminate the good features of the short-term planning to meet the range of pupils' needs consistently in classes of mixed ages and ability, and
- R4 involve pupils more in assessing their own progress and development. *

** These issues are referred to in the current SDP.*

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 2: Good features and no important shortcomings

51. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
52. Pupils make consistent progress in gaining new skills, understanding and knowledge and succeed in achieving the agreed targets and learning goals. They succeed whatever their social or linguistic background.
53. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

54. These figures compare favourably with the national findings published in HMCI's latest Annual Report for 2007-2008, which states that standards are good or better (Grades 1 and 2) in 84% of lessons and outstanding (Grade 1) in 12% of lessons.
55. Pupils' standards of achievement in the lessons observed are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Design technology	Grade 1	Grade 1
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

56. In the NC assessments over the last three years, the number of pupils assessed at the end of both key stages has varied significantly and because of this, national and local comparisons are not always valid. Overall, pupils in both key stages succeeded in attaining the expected levels and there was no significant difference between the performance of boys and girls.
57. Pupils' attainments in NC assessments in KS1 in 2008, according to teacher assessment, were lower than the county and national averages in Welsh and mathematics, similar to the county averages but lower than the national averages in science. The percentage of pupils achieving the higher level, namely level 3, was lower than the national averages in each subject. In comparison with similar schools in Wales, on the basis of the percentage of pupils entitled to receive free school meals, pupils' attainments in mathematics were in the upper 50%, and in the lower 25% in Welsh and science. Over the last three years, pupils' attainments overall have been uneven and varies between the lowest 25% and the lowest 50% of similar schools.
58. In 2008, pupils' attainments in NC assessments in KS2, according to teacher assessment, were higher than the county and national averages in English, mathematics and science. Pupils' attainments in Welsh were lower than the county and national averages. In comparison with similar schools across Wales, based on the percentage of pupils entitled to receive free school meals, pupils' attainments in English and science were in the upper 25% of schools, and in the

upper 50% in Welsh and mathematics. Pupils' attainments overall during the last three years vary between the upper 25% and the lowest 25% of similar schools.

59. By the end of KS2, there is good progress in pupils' standards of attainment. During recent years, continuous improvement has been seen in the school's results as pupils achieve, and at times exceed their targets. An analysis of the NC assessment data shows that the percentage of Year 6 (Y6) pupils achieving levels 4/5 demonstrates good progress when compared with their attainments when they were in Y2. In KS1, pupils' progress from the reception stage is uneven. In both key stages, pupils with SEN make good progress in achieving the targets set for them.
60. Overall, the children under five years of age make good progress in the key skills of thinking, communication, numeracy and ICT. Their creative skills and their ability to find answers to problems are also developing consistently.
61. In both key stages, good features outweigh shortcomings in pupils' standards and progress in thinking, communication, numeracy and ICT skills across the curriculum. Overall, pupils do not extend these skills progressively across the key stages.
62. In both key stages, standards in pupils' communication skills in Welsh across the curriculum are uneven. In both key stages, a few pupils speak confidently and fluently when discussing their work. However, a minority of pupils shows an uncertain grasp of language patterns and the relevant vocabulary to communicate clearly orally. Pupils make appropriate use of their reading skills to gather information and the older pupils can record their work appropriately. Even so, a significant minority of pupils does not have a sufficient grasp of syntax and the correct spelling patterns and there are very few examples of extended writing across the curriculum. In KS2, pupils make effective use of their English skills in their work in subjects such as design technology.
63. In both key stages, pupils make confident use of their ICT skills to collect information and to handle and record their work in many areas of the curriculum. Standards are good overall. Pupils use their number skills effectively to undertake tasks across the subjects. In their study of a local business park, for example, older pupils make good use of their skills to analyse and present the findings of their investigations in the form of graphs and tables.
64. Overall, standards in pupils' bilingual proficiency show consistent progress. By the end of KS2, most pupils are proficient in both English and Welsh.
65. Pupils' learning skills are developing well overall. In subjects such as design technology, and art and design, pupils display very good problem solving and investigative skills. Pupils are developing the ability and the confidence to work independently on their tasks. Pupils across the ability range make very effective use of thinking skills in aspects of their work in subjects such as mathematics. There are outstanding features to aspects of the development of pupils' creative skills in art and design and music.
66. Pupils' moral, social and cultural development is good. Through the curriculum, circle time and school council activities, pupils develop sound moral and social values.

67. Pupils' awareness of equal opportunities is developing well and each pupil has the same opportunity to participate in school activities. Pupils' knowledge of the culture and heritage of Wales is good. They also show respect for the various faiths, cultural attitudes and traditions that are found in society.
68. Pupils' attitudes towards their learning, the interest they show in their work and their ability to concentrate are good. They work hard during lessons and readily join in the range of activities provided for them. They make good progress towards attaining their potential and are ready for the next stage of their learning.
69. Throughout the school, pupils show good progress in their personal and social skills. They work together effectively in pairs, groups and as a whole class. They respect the opinions and contributions of others.
70. Older pupils can discuss the strengths and weaknesses of their work sensibly. Younger pupils understand what they do and can discuss the tasks that they enjoy. Overall, pupils' ability to evaluate their work and to identify what they need to do in order to improve the standard of their work is insufficiently developed. This is an area that has been appropriately identified for attention in the SDP.
71. Standards of pupils' behaviour are very good. They move around the school in an orderly manner, displaying effective self-discipline. This responsible attitude has a positive effect on the progress they make.
72. Attendance levels are good. For the three terms prior to the inspection, the average attendance percentage was 94.8%. This exceeds the local and national percentages. Most pupils attend school regularly and are punctual at the beginning of the school day. The school monitors and records pupils' attendance carefully in line with current requirements.
73. Pupils have a good knowledge of community life in their area and contribute to many local events. Through visits, links with local businesses and the contribution of visitors, they also have a secure awareness of the world of work. However, the development of their entrepreneurial skills is at an early stage. The school has correctly identified these aspects for further development in the SDP.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

74. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
75. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	82%	6%	0%	0%
76. The above percentage of Grade 1 and Grade 2 lessons are, overall, higher than the national findings of 83% as stated in HMCI's Annual Report for 2007-2008. However, the percentage of Grade 1 lessons seen is lower than the national findings of 16% of lessons.
77. Where Grade 1 was awarded to the teaching, the outstanding features include:

- lively and stimulating teaching and challenging activities;
 - high expectations of pupils who are encouraged to achieve high standards, and
 - highly effective use of creative teaching techniques.
78. Where a Grade 2 was awarded to the teaching, the good features include:
- clear objectives that are shared with the pupils;
 - good opportunities that enable pupils to enquire and investigate, and that stimulate and maintain their interest in the subject in question;
 - thorough presentations and clear explanations;
 - good questioning that encourages pupils to think and consider before offering an answer, and
 - effective collaboration between teachers and pupils.
79. When there are a few shortcomings in the teaching, activities are over-long in relation to pupils' ages and ability.
80. In teachers' short term planning, there are clear lesson objectives and appropriate information about the nature of the activities. Even so, sufficient attention is not always paid to ensuring that tasks match the specific learning needs of pupils in classes of mixed ages and ability.
81. The outstanding working relationships between the teachers and pupils promote effective learning. Teachers and support staff treat pupils equally, whatever their gender, race or ability.
82. Teachers have a good knowledge of the subjects they teach and of the outcomes of the Foundation Phase. They use a variety of teaching strategies and a range of relevant resources in order to offer pupils good learning experiences.
83. Teachers use a variety of appropriate strategies to extend pupils' bilingual competence. Even so, the development of the Welsh skills of a minority of pupils across the school is uneven. The 'Cwricwlwm Cymreig' (Welsh Curriculum) and the emphasis on Welsh heritage is a prominent feature in all aspects of school life. Every opportunity is taken to develop the Welsh dimension within subjects such as art and design, music and geography.
84. Teachers successfully challenge stereotypical images and opinions and all pupils are encouraged to contribute actively to the wide range of activities provided. Teachers monitor and review pupils' work regularly.
85. There are good features to the quality of assessment, recording and reporting on pupils' progress. The school is committed to the UA's assessment agreement and adheres closely to this assessment programme. There are appropriate procedures for providing information to those who have a valid interest in relation to pupils' progress and achievements.
86. Standardised tests are used to track pupils' performance and progress in the core subjects. These are reinforced by tests and recording systems that are common to the local family of schools. There are tests and specific procedures for monitoring progress in some of the foundation subjects such as design technology, art and design and music. However, in a minority of the foundation subjects, the assessment and recording procedures are more informal in nature.

87. Good use is made of the evidence generated by baseline assessment for children under five and there are appropriate procedures in place for identifying their progress and development across the areas of learning. Good use is made of standardised assessment, including end of key stage assessments in the core subjects, in order to set targets and identify strengths and areas for development. The process for recording test results is used carefully for tracking pupils' progress and there are effective strategies for identifying pupils who are underachieving.
88. Each pupil has a useful achievement file that includes examples of tests, results and copies of annual reports. In addition, teachers keep comprehensive class files in order to monitor the overall progress and development of pupils. There are coherent procedures for assessing and recording the progress of pupils with SEN.
89. The school works closely with the family of schools, which includes secondary schools, to create portfolios of levelled work in the core subjects. This helps the processes of standardisation and moderation of pupils' work.
90. Lesson objectives are discussed well with pupils and they are given appropriate verbal feedback on their achievements. Pupils' work is marked regularly and in the best practice, the marking clearly identifies the way forward. In the short-term planning, reference is made to elements relating to assessment and in the best practice, the evidence is used effectively for further planning.
91. Personal targets are set termly for pupils in language, mathematics and overall development and these are shared with the parents. However, the process of involving pupils in the work of target-setting and evaluating their progress is at an early stage. Annual reports to parents meet the statutory requirements. Overall, they are of good quality and outline pupils' skills and achievements in each subject. Specific targets for pupils' further development in the core subjects are identified clearly. Parents have opportunities to respond in writing to the reports.
92. Parents appreciate the school's open door policy and the opportunities to discuss their children's progress and achievements. Open evenings are held for parents twice a year when they can look at their children's workbooks and discuss their targets, achievements and progress.

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

Grade 1: Good with outstanding features
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93. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
94. The outstanding features of the provision include the high quality of the contributions of visitors, educational visits and extra-curricular activities to pupils' learning experiences; the rich nature of the links with the community, and the valuable experiences provided in relation to the international dimension, education for sustainable development and global citizenship.

95. The curriculum conforms to statutory requirements and pupils receive equal access to broad and balanced learning experiences that are relevant to their needs. Procedures for adapting the KS2 curriculum to meet the latest requirements are developing well.
96. The quality of the provision for children under five years of age is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.
97. The school meets the aspirations of pupils effectively. In both key stages, it offers a rich curriculum that is based on direct experiences and interesting activities.
98. There are policies and schemes of work for all areas of the curriculum and they offer useful guidance to staff. There is a policy and appropriate procedures for developing the key skills across the curriculum and there are outstanding features to the provision for developing pupils' thinking skills. Even so, planning is not always sufficiently detailed to ensure consistent continuity and progression in the development of key skills.
99. The provision for developing pupils' creative skills, especially in music and art and design, where there is specialist teaching, is good with outstanding features. Musical experiences are further enriched through the contribution of peripatetic teachers who offer pupils instrumental tuition.
100. Visitors to the school, which include clerics, artists, musicians, bards and drama companies, have a very important part to play. Visits are arranged to a number of locations both near and far, and especially to locations that enrich curricular studies in history, art, geography and science. All the experiences provided in this context make an outstanding contribution to the quality of the learning experiences provided.
101. There are outstanding features in the way pupils' experiences are promoted and enriched by a wide range of extra-curricular activities, including a games and gymnastics club, the Urdd, Dragon Sports clubs, gardening club, bowling and a disco dancing club. Opportunities are provided for pupils to take part in Urdd competitions and to compete against other schools in a number of activities. A significant feature is the opportunity for pupils in Y5 and Y6 to undertake annual residential experiences in different centres. A breakfast club is offered under the leadership of former pupils and a 'clwb joio' which is run by Menter Cwm Gwendraeth. These elements make an important contribution towards promoting collaboration amongst pupils and their understanding of fair play.
102. The focus on promoting pupils' awareness of other cultures is good with outstanding features. In 2007, the school received the International Schools Award for work based on promoting citizenship. The multi-cultural element is celebrated very effectively, mainly through links with other countries emanating from the school's commitment to the Roots and Wings project. The strong links that exist between the school and schools in Southern Ireland and Denmark are a source that provides experiences of a very high standard for pupils. These are supported by valuable experiences provided in subjects such as religious education, music, geography and art and design, which further extend pupils' awareness of different lifestyles and traditions.

103. There are outstanding features to the provision for pupils' spiritual development. There is a very effective programme for daily collective worship and these occasions convey an atmosphere of reverence for the pupils where music and singing play an important role. Pupils receive good opportunities to take part and to reflect on the themes of the assemblies. The experiences received in a number of subjects across the curriculum, especially in art and design, and music contribute very well to their spiritual development.
104. The provision for promoting pupils' moral and social development is of a high standard. Moral messages are presented regularly on a daily basis in the school and during collective worship. They focus very effectively on the concept of respect and successful emphasis is placed on ensuring that pupils are courteous to each other and with staff and visitors. Regular opportunities are provided to promote effective collaboration within groups and within the class. In addition, pupils are given opportunities to show initiative and take responsibility through the school council. The rich experiences within the PSE programme contribute substantially in this context.
105. There are good experiences for promoting pupils' PSE. A very comprehensive policy and scheme of work, based on national guidelines, are in place and provide clear guidance for staff. Appropriate time is allocated to PSE. In addition, the principles are effectively integrated into different parts of the curriculum. There is a good focus on healthy eating and the school is working towards the second leaf of this initiative.
106. The partnership with parents is very good and a very positive response was received in the questionnaires returned to the inspectors before the inspection, in addition to the responses to the questionnaire prepared by the school. Regular information is provided for parents and the school prospectus, governors' report to parents and the home-school agreements conform to statutory requirements. Parents are very supportive of the school and offer practical support as well as contributing financially.
107. The school benefits from the wide range of very strong links with the area. Pupils contribute towards the cultural life of the community and staff base a number of curricular elements on the study of the locality. Members of the community make a very important contribution to pupils' learning experiences in several contexts including extra-curricular activities.
108. The school is part of a family of schools that work closely together and meet regularly in order to develop the curriculum. There is a range of strong links with the relevant secondary schools. In addition, there are links of a good standard with nearby colleges including a college involved in initial teacher training.
109. Provision for education for sustainable development at the school is good with outstanding features and the school has received the Eco-Schools Green Flag. There is a very effective focus on sustainability throughout the curriculum, recycling activities, the gardening club, placing nesting boxes, planting trees, and improving the environment of the school. There is good provision for promoting pupils' awareness of global citizenship through the international dimension, the good attention to the importance of fair trade and the regular opportunities to contribute to charities.

110. There is a very strong Welsh ethos throughout this school. The school pays particularly good attention to the Welsh dimension and the heritage of Wales. Valuable experiences are provided to promote the 'Cwricwlwm Cymreig' in a number of subjects as well as through the general life of the school; provision fully meets current requirements. Visitors and visits make an important contribution in this context.
111. There is a clear focus on promoting pupils' bilingual skills. Welsh is the main medium of all the teaching apart from the teaching in art and design, design technology and English in KS2. The school focuses appropriately on strengthening the quality of pupils' oral and written communication in Welsh throughout the school.
112. Provision for homework is appropriate and includes opportunities for older pupils to concentrate on research work.
113. The focus on the world of work and enterprise is an aspect that the school has identified appropriately for further development in the SDP. Pupils' awareness of the world of work is developing through visits to shops locally and further afield, as well as through the contribution of visitors who come to the school to speak about their work. The focus on enterprise is developing through the experiences pupils receive from being responsible for the fruit shop, their study of a local retail park and the experience of being members of the school council.
114. The schools provision takes good account of national priorities, such as bilingualism, equality, and developments in relation to ICT. Pupils receive good experiences to work independently and to develop their awareness of their responsibility towards the future of their community.

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

Grade 2: Good features and no important shortcomings

115. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
116. The quality of the care, support and guidance is good. The school is a caring and inclusive community. Pupils are happy at the school and there is a good relationship between them, the teachers and all the ancillary staff. There is a strong feeling amongst pupils that they are valued and supported. Parents who expressed an opinion praised the school for the care and guidance it gave to their children.
117. Induction arrangements for the nursery children are good. New children, including newcomers to the area, settle quickly into the life and routine of the school. Teachers, support staff and the older pupils provide good support. A very good relationship has been established with the secondary schools and there are effective transfer arrangements with the schools to which the pupils transfer.
118. The personal support and guidance given to pupils is good. PSE is developed within curricular aspects and circle time sessions and the whole ethos of the school contributes effectively to this aspect.
119. Through the provision for PSE and the Healthy Schools scheme, the school pays good attention to the healthy development and well-being of its pupils. Pupils regularly take part in a number of sports and physical activities, and physical

education lessons place appropriate emphasis on promoting personal fitness. Water is available and fresh fruit and vegetables are included in the school meals.

120. The health and safety policy is carefully implemented, and the appropriate procedures are followed. Fire drills are held and recorded regularly. There are appropriate arrangements for sex education and for the recording of accidents. First aid qualifications and resources are updated regularly.
121. Appropriate measures are in place to eliminate oppressive behaviour, including differentiation on the basis of race, bullying and all forms of harassment. Positive behaviour management is used effectively to reinforce good behaviour. In the event of temporary exclusions, the appropriate procedures are carefully followed.
122. There is a clear policy in place for child protection, in line with local and whole-Wales procedures, which identifies the appropriate arrangements. Staff members and a designated governor oversee this important area. All staff and governors receive training in child protection issues and are fully aware of the protocols to follow.
123. The school monitors pupils' attendance and punctuality well. Registration periods are administered appropriately, with attendance, absence and punctuality being monitored closely.
124. The provision for pupils with SEN is good and fulfils the requirements of the Code of Practice. There are effective systems for identifying and recognising SEN at an early stage. Individual educational plans (IEPs) are prepared by the SEN co-ordinator (SENCO) and the class teachers. The plans include appropriate targets for achievements and details of the small steps necessary for the pupils to master. The plans are reviewed and adapted each term.
125. Effective assessment and recording procedures enable pupils with SEN to be tracked, monitored and recorded throughout the school. The designated governor for SEN works closely with the school and has a good understanding of the provision. There is a beneficial and supportive liaison with parents and the specialist agencies in order to achieve the pupils' identified needs. The provision and the arrangements to satisfy the needs of pupils who are in the care of the UA are managed appropriately.
126. Pupils with SEN have full access to the curriculum and are effectively integrated into the work and activities of the school.
127. Pupils who need additional support with language and communication are withdrawn according to need to work with the SEN support teacher. This work focuses well on the specific needs of pupils. There is effective use of a range of teaching and learning strategies to support these pupils.
128. In mainstream classes, pupils with SEN receive good support from their teachers and the classroom assistants. Even so, tasks are not always sufficiently matched to their learning needs. In the best practice, the more able pupils are challenged in lessons through appropriate tasks and extension activities.
129. This is an inclusive school that promotes equal opportunities and celebrates diversity. It pays due attention to the statutory framework for inclusive education. Staff give good consideration to the social, educational and linguistic backgrounds of pupils.
130. Pupils are taught to appreciate and respect diversity. A policy and an appropriate plan are in place for racial awareness and its main features are evident in the

daily life of the school. The planning in PSE and the curriculum reflect the diversity of the society in which the pupils live.

131. The school council works effectively and in line with current guidelines. The opportunity to work as a member of the school council is appreciated by pupils, and it promotes their understanding of citizenship. It also offers them good opportunities to contribute to school decisions which affect them.
132. The school has a Disability Equality Scheme and an appropriate action plan. They are regularly reviewed by the governing body and reported on in the governors' annual report to parents. There are suitable facilities for the disabled together with access to the building.

Leadership and management

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

Grade 2: Good features and no important shortcomings

133. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
134. The headteacher's leadership and management are good and offer the school clear direction. Her strong commitment to pupils' education and to raising standards is evident to staff, governors and parents and is reflected well in the work of the school.
135. All members of staff work together well and there is a strong sense of mutual support in order to promote the further development of the school. The school's aims and values, which promote equality for all, have been clearly recorded in the schools documentation.
136. The school gives good consideration to local and national initiatives. The school has gained the Quality Mark accreditation from the Basic Skills Agency and through the Healthy Schools scheme, is successfully developing pupils' understanding of healthy eating and a healthy lifestyle. Planning is developing well to reflect the requirements of the revised curriculum and the Foundation Phase.
137. The good collaboration with a number of local and county partners, such as the family of small schools, colleges and secondary schools, contributes well to the enrichment of the curriculum, promoting suitable progression in the educational provision and extending the professional development of staff.
138. School performance data is analysed by the headteacher and staff and the information is used to set appropriate targets for the pupils. Targets are realistic and based on the likely performance of each pupil. Most of the pupils achieve and at times exceed their targets. Governors are made fully aware of the benchmarking statistics and the main findings of the analyses.
139. Staff are managed well by the headteacher and there are suitable strategies in place for improving staff performance. Team discussions and collaborative planning promote their development and contribute well towards the work of improving pupils' standards of achievement.
140. The school implements performance management procedures in line with statutory requirements. There is a strong commitment to ensuring that the

professional development of staff continues. It is led by the professional needs of teachers together with the developmental priorities of the school.

141. The SDP sets appropriate targets in a range of matters and the priorities identified in the SDP are current issues. There are effective processes in place for setting and reviewing targets, and good progress is made in dealing with the main targets set. There are clear improvements in areas such as extending ICT resources and developing self-evaluation methods.
142. The governing body meets regularly and fulfils its regulatory and legal responsibilities. Appropriate attention is given to statutory requirements when preparing and implementing whole-school policies. The school has appropriate arrangements for dealing with complaints and appeals.
143. Governors have a clear understanding of their roles and responsibilities and contribute well to the strategic planning processes. They provide very good support for the headteacher and staff.
144. The governing body plays an increasing role in the school's self-evaluation processes. Members visit the school to discuss and observe aspects of the provision and report back to the full governing body. They use this information effectively to make appropriate decisions.

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

Grade 2: Good features and no important shortcomings

145. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
146. A culture of self-evaluation exists and the findings of the inspection suggest that the school knows its strengths and the aspects in need of development. The inspection team agreed with the school's judgement in each of the key questions as well as the school's comments in relation to the majority of sub-sections to these questions.
147. To a great extent, the school has been successful in establishing thorough self-evaluation procedures that provide opportunities to gather evidence from all sections of the school community. The headteacher, all the staff and governors are part of the process and committed to the further development of the school. A positive feature of the process is the opportunities given to pupils to express an opinion through questionnaires, during circle times and as members of the school council. Parents have the opportunity to contribute through completing questionnaires relating to the different aspects of school life. In addition, there are important contributions from the school's pastoral advisor.
148. There is effective leadership and contribution from the headteacher who has a good overview of the life and work of the school. She, and the teacher with a specific allowance, regularly monitor the quality of teaching in classes. Teachers regularly discuss their teaching and pupils' achievements. Ancillary staff support this process effectively.
149. The role of the subject co-ordinators is developing well. A self-evaluation programme and a monitoring timetable have been drawn up that list the subjects and aspects for attention. Useful reports are produced in order to identify

strengths and areas for further development. Good use is made of evidence generated by teachers' assessments, standardised tests, continuous assessment and of diaries for noting comments.

150. There is a clear link between the self-evaluation process and the SDP. The SDP outlines appropriate aims and priorities for moving the school forward. There are specific steps and procedures, a clear time line and reference to the necessary training and resources. The budget is carefully managed and expenditure is closely linked with the school's main priorities. The school makes consistent progress towards achieving its targets.
151. During the last three years, the self-evaluation process has led to important actions for moving the school forward. They include extending the curriculum, promoting pupils' thinking skills and developing ICT.
152. The self-evaluation document produced by the school prior to the inspection is of good quality. It offers a good range of relevant information and an effective analysis of a number of aspects of the educational provision. It identifies priorities and areas for development, current strengths and also notes what has already been achieved.
153. Overall, the school has responded successfully to the majority of the key issues from the previous inspection. Standards in geography have improved, monitoring procedures have been developed ensuring that the results inform the SDP, and a PSE programme has been developed. Standards in Welsh have not developed sufficiently and the need remains to further strengthen some aspects of the key skills.

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

Grade 2: Good features and no important shortcomings

154. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
155. The overall quality of staff and the use made of their skills is good. There is a sufficient supply of teachers, including some part-time, for the number of pupils at the school. Teachers have the appropriate qualifications and a broad range experience. Planning for their deployment and the delegating of responsibilities is good. The school invests in enthusiastic support staff who work effectively with the teachers.
156. The school has responded well to the requirements of workforce remodelling. Statutory requirements are satisfied and resources are managed effectively. There are effective arrangements in place for providing the necessary time for teachers to plan, prepare and assess. Part-time teachers with subject expertise are employed in a number of areas, including English, design technology and music to cover the periods when teachers are released. They make a very effective contribution to the curriculum offered and towards raising standards. There are appropriate arrangements for reducing teachers' clerical and administrative tasks.
157. Job descriptions for staff give a clear outline of their responsibilities. Appropriate steps are taken to check all staff with the Criminal Records Bureau.

158. Teachers work very effectively together as a team and make good use of the services of peripatetic teachers, including the 'athrawes fro' for developing Welsh and of the specialist services provided by the UA. In addition, effective use is made of the expertise of a wide range of visitors and volunteers.
159. Staff attend a good range of development programmes, including, at times, extended training, and these experiences have a positive effect on their skills and their understanding.
160. Overall, the standard of the accommodation and the site is good and they are kept clean and tidy. Good use is made of the accommodation and the site. Regular use is made of the school hall for acts of collective worship and physical education lessons, although the space is somewhat limited. Teachers and pupils also make appropriate use of the resources room, which includes a library. Classrooms offer sufficient space for teaching and there is appropriate outside provision for the Foundation Phase.
161. There is sufficient room on the outside playground for physical education lessons and playtimes. Wasteland from the quiet area has been developed with flower borders, plants and trees to encourage pupils to grow flowers and vegetables. During the summer term, a gardening club is held after school. Use is made of the village playing field, which borders with the school, for athletics and games.
162. One of the school's strengths is the high standard of displays throughout the school that contribute greatly to creating a stimulating environment.
163. There is a range of good resources for supporting the pupils' curriculum; they are appropriate for the needs and age range. There is an interactive whiteboard in each classroom and an appropriate number of computers. Effective use is made of resources that ensure that pupils receive good learning experiences. Regular reviews are undertaken to ensure the sufficiency and appropriateness of the resources. The headteacher and the governing body carefully consider the expenditure programme and budget the school's priorities efficiently.
164. The school's budget and the grants that are received, including the family of schools grant, are used well. The school's expenditure decisions have been linked well with the planning for the further development of the school. The sum kept in reserve has been appropriately earmarked for ensuring sufficient staffing. The headteacher and governors regularly review expenditure and the school support officer makes an important contribution in this area. The fairly recent expenditure on the Foundation Phase and on ICT has made a good contribution to the provision. 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

165. In KS1, pupils have good listening skills. The majority speak clearly enough when asking and answering questions and in contributing to discussions, when they are, for example, focussing on a class story or when making decisions on what they will need on an imaginary visit to the desert.

166. The majority of pupils throughout KS1 make appropriate progress in reading and, overall, they read correctly enough and show appropriate understanding of the content.
167. The majority of KS1 pupils make appropriate progress in writing. By the end of the key stage, they begin to develop their independent writing skills. They make use of punctuation, including capital letters and full stops as they create sentences and more extended pieces of writing.
168. Throughout KS2, the majority of pupils make appropriate progress in speaking and listening. A minority make good progress and show an increasing grasp of patterns and vocabulary as they discuss imaginary accidents or the books that they are reading.
169. Overall, the majority of pupils make appropriate progress and achieve good standards in reading across KS2. They read correctly enough and with the appropriate level of understanding. Throughout the key stage, the majority of pupils can gather information from factual books, and they use dictionaries confidently.
170. Pupils across KS2 write for an appropriate range of purposes that includes re-telling stories, creating stories, newspaper articles, descriptions, letters and poems. A few of the pupils write correctly and their work shows progression, meaning and a good grasp of vocabulary.
171. Across the key stage, when given the opportunities, pupils make appropriate use of their word processing skills to write and re-draft some aspects of their work.
172. Although a minority of pupils develop good handwriting skills, the handwriting of the majority of pupils in both key stages is satisfactory.

Shortcomings

173. Across both key stages, a minority of pupils' grasp of language syntax is not secure enough. The range of vocabulary they use when contributing to discussions is limited.
174. The skills of a minority of pupils in KS1 in relation to discussing the content of their reading are insufficiently developed.
175. Throughout KS2, in their written work, the grasp of a minority of pupils of sentence patterns and expected vocabulary, as well as aspects of punctuation, is limited.

Mathematics

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

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

Good features

176. Pupils in KS1 have a secure understanding of number bonds and the place value of each digit in a number and they use this knowledge correctly to arrange numbers. They can recognise sequences of simple numbers including odd and even numbers. Older pupils understand halving and doubling.
177. Pupils in KS1 use addition and subtraction bonds correctly to 10 and 20. The majority of pupils can count in twos, fives and tens and count forward and backwards correctly from large numbers. Older pupils have secure mental

mathematics skills. They confidently explain the methods they use to find answers.

178. Pupils in KS1 can identify the most common coins and can add simple sums of money correctly to make different totals. They develop a good understanding of standard and non-standard measures. Pupils can identify a variety of two-dimensional shapes well and discuss their properties confidently.
179. In KS1, pupils can handle data well. They gather information systematically and record their results accurately in graph form. Overall, they can interpret their findings well.
180. In KS2, pupils' current and previous work shows that the majority of pupils have a secure understanding of the four operations of number. They have a sound understanding of the place value of five digit numbers. They show increasing knowledge and understanding of tables in subtracting or multiplying and know that decimal, fraction and percentage forms can be equal to each other. They can offer reasonable estimates of answers to number problems.
181. The more able pupils can explain clearly, orally and on paper, their methods of reaching answers to number problems. Pupils across the key stage make good use of their thinking skills to help them.
182. In KS2, the majority of pupils have a sound understanding of place, shape and measure. They measure angles correctly, referring to the features of acute, obtuse and right angles. The majority can measure the perimeter and area of rectangles correctly. They display a good understanding of two and three-dimensional shapes and can solve problems relating to the passage of time.
183. Pupils in KS2 handle data with good understanding in a variety of situations. In their study of a local business park, for example, older pupils in KS2 gather and collect data, and plan graphs and pie charts to summarize the findings of their research effectively. They interpret and analyse their work with good accuracy.

Shortcomings

184. In KS2, a few of the less able pupils find difficulty in applying their skills to solve mathematical problems.

<h3>Design technology</h3>

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

185. In both key stages, pupils can apply their knowledge, understanding and a wide range of skills adeptly when undertaking challenging tasks.
186. Pupils in both key stages display particular confidence in undertaking all aspects of their work. They use a variety of sources, including ICT, to research and produce a range of ideas before creating their products.
187. In both key stages, pupils can develop their own ideas, making decisions and stating their opinions knowledgeably. They work imaginatively and skilfully.

Good features

188. In both key stages, pupils use a very good range of materials and components to make their products. They understand that materials behave in different ways and can explain why some materials are more suitable for the tasks they want to undertake. They make sensible decisions based on this information.
189. Pupils in KS1 use pictures and words to convey their initial ideas and make prototype models of the products they wish to make. In KS2, pupils use the information received to draw up a detailed brief before creating the prototypes. In both key stages, pupils create products that, on the whole, give a correct interpretation of their original designs.
190. In both key stages, pupils can evaluate their products effectively through comparing them with their original designs, identifying the strengths and weaknesses of their designs. They often evaluate and refine their designs as they develop. They make changes confidently.
191. Pupils' making skills are very good. They cut and measure correctly using the appropriate tools and techniques. In KS2, pupils use a range of equipment skilfully. They understand well the need to measure correctly. They also understand the need to be careful when working with equipment.
192. Pupils in KS1 make effective use of electrical components to create special effects, such as an alarm or lights, in their models. Pupils in KS2 use mechanisms, frameworks and axles in their products to create different types of movement.
193. In both key stages, pupils work very well together in small groups and respond sensibly to the ideas offered by others.

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

194. Across both key stages, at appropriate levels, the majority of pupils make good use of a range of sources, including maps and pictures to broaden their knowledge and understanding of the human and physical features of their locality and their country. They can also identify the main features of other countries, including Lesotho and Denmark.
195. Pupils at the lower end of KS1 develop a good awareness of their locality through walking around the village and recording their experiences in the form of pictures. They use their skills well to discover ways of going from one place to another on plans and simple maps. They make good use of their ICT skills in this context.
196. The majority of pupils across KS1 is aware of the countries which constitute the United Kingdom. They are also aware of the four points of the compass.
197. Pupils in Y2 and Y3 effectively use plans and maps of the school and surrounding area, including aerial maps, to identify the notable features of the locality. They gather information about the streets and the different types of houses with good accuracy.

198. Pupils in Y2 and Y3 develop a good knowledge of aspects of life in an area of Lesotho and they compare and contrast features effectively with their own local area including different types of weather.
199. The majority of pupils in Y4, Y5 and Y6 use maps effectively as they identify different locations in Wales. They develop good knowledge about the national parks of Wales and show good skills in comparing and contrasting the features of the national coastal park in Pembrokeshire with the Snowdonia national park. They make effective use of labelled diagrams in recording their work.
200. In concentrating on the local area, pupils in Y4, Y5 and Y6 display good skills in using the compass points, keys and four and six figure co-ordinates to find important features. They make a detailed study of a local business park through using questionnaires, and they analyse and present their results effectively in graph form. A very interesting aspect of the work is their attention to how the park has changed and developed over the last fifteen years.
201. They show good research skills and make effective use of their ICT skills when focussing on the geographical elements in the news, including different areas of the country that experienced heavy snow at the beginning of the year.
202. Pupils at the upper end of KS2 make good use of maps of the world and of Africa to gather a range of relevant information. They concentrate effectively on Lesotho and gather information on features such as population, occupations and lifestyles. They can compare and contrast features with Wales. They focus effectively on a specific location in Lesotho in order to compare and contrast an area that is more similar with regard to size to their area.

Shortcomings

203. There are no important shortcomings.

Music

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

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

Good features

204. In KS1, pupils sing a variety of songs tunefully with clear diction and with an increasing awareness of correct pitch. For example, when singing a folk song, they understand that the song tells a story. They interpret the story and introduce characters very effectively. Pupils in KS2 sing with good control of their breathing, diction, phrasing and pitch.
205. Pupils in Y1 recognise and describe sounds in the classroom correctly. They can also research and examine different ways of producing sounds. They use the correct terminology, such as strong and quiet, to describe sounds. They are familiar with a number of untuned instruments and understand that they are played using different movements.
206. Pupils in Y2 have a good knowledge of the musical elements, which they demonstrate well when composing to stimuli such as pictures or stories. They compose interesting impromptu sequences. They can create a simple graphic score, choose instruments and use them effectively to perform their work. They

evaluate and offer sensible comments on their compositions and their performances.

207. When speaking about music, they use musical terms with good understanding. Pupils in Y2, for example, choose musical terms correctly to describe the movements of different animals. The best work is of a high standard and an outstanding feature. Through a range of activities, pupils in Y2 can clap and repeat a rhythm well.
208. Pupils in Y2 and Y3 listen to different types of music, including music from the school, Wales and Africa. They make relevant comments on what they hear, identifying a good range of features and elements in the work. The majority has a good knowledge of the instruments of an orchestra and are familiar with the work of some famous composers.
209. In KS2, pupils work together effectively to compose interesting sequences in response to different stimuli, such as introducing aspects of time. They use different rhythms confidently. They explore the full range of sources to include body, vocal and instrumental sounds. They combine these elements effectively. The majority understand what the pentatonic scale is and the meaning of ostinato. Their use of musical terminology is developing well.
210. In KS2, the majority of pupils can develop and refine musical ideas, and evaluate their work effectively to ensure improvement.

Shortcomings

211. There are no important shortcomings.

Physical education

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

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

212. During the inspection, dance and gymnastics lessons were observed in Y1 and in Y2/3, and an athletics lesson in KS2. The school states that pupils receive experience of all elements of the physical education programmes of study.

Good features

213. At appropriate levels, pupils in both KS1 and KS2 display a good understanding of the importance of warming up and cooling down sessions for their hearts and muscles and undertake these activities effectively.
214. The majority of pupils across KS1 show good spatial awareness and appropriate control of their bodies as they develop their skills. Pupils at the lower end of the key stage are light footed. In response to specific stimuli, they display good creative skills as they move and create different shapes, leaning on different parts of their bodies.
215. In Y2 and Y3, the majority of pupils use floor equipment effectively. They move well across and over the equipment in different ways. The majority show good control and appropriate techniques in completing their movements, including landing effectively.
216. The majority of pupils in Y4, Y5 and Y6 show good athletics skills as they focus on a circuit of athletics activities, including some relating to running quickly and jumping over obstacles.

217. Across both key stages, the skills of the majority of pupils in evaluating their own performance and the performance of others, offering ideas in order to improve the standard of their activities, are developing well.

218. There is evidence that pupils extend their skills by participating successfully in games, clubs and area competitions.

Shortcomings

219. There are no important shortcomings.

School's response to the inspection

The governors, headteacher and staff would like to thank the inspectors for conducting the inspection in such a professional and courteous manner. The school is proud that the inspection team identified so many good features

The report acknowledges the effective leadership, the strong collaboration between a committed staff, the outstanding quality of the learning experiences provided for the pupils. We appreciate that the report highlights the caring ethos of the school, the special working relationships between staff and pupils, and the excellent behaviour of our pupils.

We also appreciate the recognition given to the outstanding partnership between the school, the parents, the community and other schools including those within Europe. The work and understanding of the pupils towards raising awareness of sustainability and worldwide citizenship was also highly praised.

It was encouraging to receive a report that matches the findings of the school's self-evaluation and consequently provides guidance for future development.

The school's success is the result of the continuous hard work of all teaching staff and support staff, with support from governors, parents and the efforts of all pupils.

We will, through the co-operation of staff and governors, produce an action plan in response to the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Cefneithin Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3-11
Address of school	Heol y Parc Cefneithin Llanelli
Postcode	SA14 7DE
Telephone number	01269 842061

Headteacher	Mrs G Taylor
Date of appointment	June 2003
Chair of governors	Mrs J Davies
Registered inspector	Miss D Morris
Dates of inspection	27-29 April, 2009

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		16	4	12	6	10	5	6	59

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	3	3.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.5:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	19.6:1
Teacher (fte): class ratio	1.26:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	-	93.26%	95.33%
Autumn 2008	-	87.12%	90.13%
Spring 2009	-	91.72%	94.75%

Percentage of pupils entitled to free school meals	12%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2008	Number of pupils in Y2	7
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	57.1%	In Wales	80.7%

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	85.7%	In Wales	75.5%

Appendix 4

Evidence base of the inspection

Four inspectors, including the school's nominee, spent the equivalent of six inspection days at the school and met as a team before the inspection.

These inspectors visited:

- 17 lessons, as well as parts of learning sessions;
- registration periods, assemblies and sessions of collective worship, and
- a range of extra-curricular activities.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support staff;
- the school council, and
- representatives of organisations connected with the school.

The team also considered:

- the school's self-evaluation report;
- 14 responses to the parents' questionnaire;
- documents provided by the school both before and during the inspection.

Following the inspection, the team held meetings with the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 2a, 4 and 5 Mathematics, design and technology, music
Mr Brinley Jones Team Inspector	Key Questions 2b, 3, 6 and 7 Welsh, geography, physical education
Mr Gwynoro Jones Lay Inspector	Contributions to key questions 1, 2, 3, 4 a 7
Mrs Gillian Taylor Headteacher/Nominee	Attending meetings and providing information

Acknowledgement

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

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