

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

A Report on the Quality of Education in

**Lakefield Community Primary School
Lakefield Road
Llanelli
Carmarthenshire
SA15 2TS**

School Number: 6692165

Date of Inspection: 18/05/09

by

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Lakefield Community 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 Lakefield Community Primary School took place between 18/05/09 and 21/05/09. 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. Lakefield Community School caters for pupils aged three to eleven years old and is located near the town centre of Llanelli. It is maintained by Carmarthenshire Unitary Authority (UA). The school admits children to the under-fives class on a full-time basis at the beginning of the term in which they attain their fourth birthday. There are 287 pupils on roll and they come from the town itself and the immediate area. During the last three years, pupil numbers have increased in most years.
2. The school considers its catchment area to be primarily economically disadvantaged. The area's status as a Communities First area is reflected in various indicators such as the percentage of pupils (35%) entitled to free school meals; this percentage is significantly above the UA and national averages.
3. Most pupils come from mainly English-speaking backgrounds and learn Welsh as a second language. A few pupils are of a minority ethnic group.
4. Pupils attending the school represent the full range of ability. The school notes, however, that the intake generally consists of many less able and few able pupils. One hundred and sixty pupils (56%) are designated as having special educational needs (SEN), including five pupils who have a statement of SEN. This percentage is significantly above both local and national averages.
5. The school has been awarded the Basic Skills' Quality Mark for the third time and gained Eco and Healthy Schools accreditation. It is also in receipt of a Welsh Assembly Government (WAG) grant 'Raising Attainment and Individual Standards of Education' (RAISE) which provides additional funding to support pupils who are disadvantaged, including groups of pupils seen as underachieving.
6. The school was last inspected in May 2003. Since that inspection, there have been many changes in staffing at the school and some improvements to the accommodation. The headteacher has been in post since September 2008.

The school's priorities and targets

7. The school's main aim is to provide all pupils with wide variety of meaningful experiences in the form of a broad and balanced curriculum which will enable them to acquire knowledge and skills, develop their individual talents, and prepare them for the opportunities and responsibilities of adult life.
8. The school's priorities and targets for 2008-09 include to:
 - improve pupils' levels of attendance;
 - ensure a safer environment for pupils during break times;
 - review planning and assessment in view of recent changes;
 - develop the Foundation Phase;

- develop pupils' awareness of the world of work and their entrepreneurial skills;
- increase the governing body's involvement in the school's monitoring and evaluation processes.

Summary

9. This is a school with many good features. It offers pupils a broad and balanced curriculum in a very caring and supportive environment. Since the last inspection, the school has maintained the good standards and raised standards further in most of the subjects inspected. It has also succeeded in improving the quality of provision in many areas of learning.
10. The self-evaluation report, produced by the school before the inspection, is comprehensive and well-balanced, identifying clearly the strengths and areas where improvements are needed. The inspection team agreed with the school's judgements in three of the seven key questions. A lower grade was awarded to the other four 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 2
4 How well are learners cared for, guided and supported?	Grade 3
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 3

Standards

12. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	76%	13%	0%	0%

13. These figures are a significant improvement on the findings of the previous inspection. They are also above the national findings published in Her Majesty's Chief Inspector (HMCI)'s latest Annual Report for 2007-2008, which states that standards were Grade 1 and 2 overall in 84% of the lessons inspected. The percentage of lessons graded 1 above, however, is a little below the national findings of 12%.
14. The quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
15. In the under-fives class, children's standards of achievement in the areas of learning inspected are as follows:

Areas of Learning	Foundation Phase
Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication skills	Grade 2
Welsh language development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 3
Physical development	Grade 3

Grades for standards in the subjects inspected

16. In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
History	Grade 3	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

17. Overall, the education provided by the school effectively meets the range of pupils' needs. Most pupils, including pupils with SEN, make consistent progress in gaining new skills, knowledge and understanding and achieve their agreed learning targets and goals.
18. In 2008, pupils' attainments in the National Curriculum (NC) assessments in key stage 1 according to teacher assessment, were above the county and national averages in mathematics, above the county but below national averages in English, and below both county and national averages in science. When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments place it in the lower 50% of schools. Over a three-year period, trends in performance show steady improvement overall.

19. In 2008, pupils' attainments in the NC assessments in key stage 2, according to teacher assessment, were a little above the county and national averages in English, but below both county and national averages in mathematics and science. When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments place it in the lower 50% of schools. Over a three-year period, trends in performance are uneven but show improvement particularly in English where there is a significant improvement in outcomes.
20. Teacher assessments indicate some variations between the performance of boys and girls in both key stages, but no clear pattern of underachievement emerges. A study of school data indicates that, overall, most pupils make good progress in moving to the next stage of learning.
21. The children under five make good progress in acquiring thinking, communication, numeracy and ICT skills. They also make good progress in developing their bilingual skills and use Welsh words and phrases confidently during their daily activities. The children settle well into school routines and engage enthusiastically in a range of activities.
22. In both key stages, pupils' progress and standards in key skills across the curriculum have good features that outweigh shortcomings. In the best work, pupils use key skills confidently and accurately and standards are good. Overall, however, pupils' key skills do not develop consistently across the school.
23. In both key stages, pupils' bilingual competence has good features that outweigh shortcomings. In a few classes, pupils' bilingual skills and competence develop effectively, but progress and standards overall are uneven. This is an area appropriately identified for attention in the school development plan.
24. Overall, pupils have a good awareness of Y Cwricwlwm Cymreig (The Welsh Curriculum) through their studies in subjects such as history, art and design, and geography. Through their studies across the curriculum, they also demonstrate a good awareness of the social and cultural traditions of other faiths and cultures.
25. Across the school, most pupils use their investigative and problem-solving skills well in subjects such as mathematics, ICT and history. Pupils' creative skills develop well in subjects such as music and physical education. There are examples of work of a high standard in art and design.
26. More able pupils have a good understanding of their progress and can discuss the particular strengths and weaknesses in their work with reasonable accuracy. Overall, pupils' skills in assessing and planning their own progress and development are insufficiently developed. This is an area identified appropriately for attention in the school development plan.
27. Most pupils' attitudes to their learning and the interest they show in their work are good. Pupils work well in pairs and small groups and in the best practice acquire the skills to work independently to improve their own learning.

28. Pupils' personal, social, moral and wider development is good with outstanding features. Almost without exception, pupils have a strong sense of fair-play, take responsibility for their actions and are tolerant and considerate towards others. Through collective worship, circle time and school council activities, most pupils develop a secure set of spiritual, moral and social values.
29. Pupils' behaviour is frequently good with outstanding features. In lessons and around the school, most pupils demonstrate respect, care and concern for each other.
30. Pupils' knowledge of their own community is good. Visits to places of educational interest and involvement in local activities effectively broaden their understanding of their own locality. Their knowledge of the world of work within their community is, however, more limited.
31. Attendance rates for the past three terms average 91.2%. These rates are below national rates of attendance for pupils of primary school age but in line with schools that have a similar number of pupils entitled to receive free school meals. Almost 15% of pupils of statutory school age have rates of attendance below 85% and this is having an impact on the continuity of their education and the standards they achieve. The education welfare officer is supporting the families concerned and there is evidence that the attendance of a few pupils is improving steadily.
32. There are important shortcomings in the recording of punctuality and attendance and the school does not fully comply with registration procedures outlined in National Assembly for Wales (NAW) circular 47/06, Inclusion and Pupil Support. Whilst registration is undertaken at the start of the morning and afternoon sessions, registers are sometimes incomplete.

The quality of education and training

Grades for teaching

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	64%	24%	0%	0%

34. The above figures are an improvement from the last inspection but are below the national 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 of which 16% were Grade 1.
35. The outstanding features of the teaching observed include very high expectations of all pupils, excellent teacher/pupil interaction, and highly effective use of links across the subjects to make learning meaningful for pupils. Throughout the school, the good features of the teaching include thorough direct teaching and the provision of a variety of activities that motivate pupils well to engage in their learning. There is highly effective use of support staff in working with pupils in all classes.

36. The most common shortcomings in the teaching are the lengthy introductions, the overuse of worksheets, and inconsistent planning to ensure that tasks offer pupils, particularly the more able pupils, sufficient challenge to extend their learning.
37. Good features outweigh shortcomings in the assessment, recording and reporting of pupils' progress. Teachers assess pupils' achievements and progress accurately but the outcomes are not used consistently to inform planning. Assessment and recording systems are frequently too unwieldy to be an effective assessment tool for teachers.
38. The school provides a broad, rich curriculum that meets all the statutory requirements. It is accessible to all pupils, including those with SEN. A good feature of the provision is the emphasis on developing pupils' basic literacy and mathematical skills which is securing improvements. There is increasing focus on developing pupils' key skills across the curriculum with examples of good work. Overall, however, there is an imbalance in the provision for the teaching of key skills with insufficient structure to promote their consistent development across the school.
39. There are outstanding features in the school's approach to raising pupils' awareness and understanding of sustainable development and global citizenship. There is a strong emphasis on all aspects of health education, and the promotion of a healthier lifestyle permeates the curriculum and is evident in the daily routines.
40. The range of learning and curricular experiences provided successfully promotes pupils' spiritual, moral, social and cultural development. Acts of collective worship, for example, make a good contribution towards pupils' spiritual development and their understanding of moral issues. The schools' programme for developing personal and social education is outstanding. It permeates all aspects of school life and has had a significant impact on pupils' behaviour.
41. The school's partnerships with other schools, institutions and the local community are good and enrich pupils' learning experiences. In the questionnaires that were returned to the inspection team, most parents expressed satisfaction with the quality of education provided and the standards achieved by their children.
42. Pupils are well cared for, guided and supported. Staff are sensitive to the needs of all learners and work hard to develop a positive, inclusive ethos where pupils feel valued and secure. This is an outstanding feature.
43. The school gives good attention to pupils' well-being. The school's child protection policy and procedures meet statutory requirements and all staff are aware of their guidance. Policies and procedures relating to health and safety, including fire prevention and first aid, are implemented appropriately. Risk assessments are undertaken in relation to school visits and activities.
44. Overall, there are good features in the provision for pupils with SEN. Pupils' SEN needs are identified at an early age and teachers and experienced support staff offer pupils good support. The school utilises a range of strategies to support and monitor pupils' development. However, the impact of the various interventions introduced are insufficiently evaluated and the record keeping systems in particular are overly

burdensome. Most pupils with SEN make good progress relative to their abilities and stage of development.

Leadership and management

45. The headteacher offers the school strong and effective leadership. Since his recent appointment, he has worked diligently to review policies and practice. An inclusive approach ensures that all staff have an input to the process for identifying priorities for improvement. As a result staff collaborate well as a team demonstrating a shared vision and common purpose, which serve the school well.
46. The school's self-evaluation process and the systematic planning for improvement are features which are developing. Since his appointment, the headteacher has established a whole-school strategy for collecting relevant information on the quality of provision and standards of achievement. This process is at an early stage of development. Overall, the role of subject leaders, and particularly the senior management, in evaluating provision and standards is insufficiently developed.
47. The governing body, which includes many new governors, is very supportive of the school and contributes well to its life and work. Members have a good knowledge of the aims of the school, its strengths and some areas for development. Members visit the school regularly but their monitoring role is less well developed.
48. Good progress has been made in addressing many of the key issues identified in the last inspection report but shortcomings remain in important areas. Standards of achievement and the quality of teaching have improved. Improving the planning of key skills, and ensuring that the work set for pupils is matched closely to their current learning needs, are aspects that continue to need strengthening. There have been improvements to the building, but the overall quality of the accommodation and the inadequate facilities and play areas remain important shortcomings. Improving pupils' rates of attendance remains an area for improvement.
49. The management and use of resources is good. There is a good complement of suitably qualified and experienced teachers to carry out the work of the school. They are effectively deployed and provided with good opportunities for further professional development. The school invests extensively in learning support staff, who plan and work effectively with teachers across the school. The administrative officer, the caretaker, the cleaning staff and all the ancillary staff contribute effectively to the smooth running of the school.
50. There are sufficient resources to support the teaching and learning in all subjects. There is good investment in resources and equipment and the headteacher, with the support of the governors, ensures that all identified priorities are adequately resourced. The headteacher and the governing body review and monitor expenditure regularly, enabling the school to provide good value for money.

Recommendations

In order to develop further, the school needs to:

- R1 build on the improvements in pupils' attainments and learning;*
- R2 extend the good practice in planning tasks that consistently meet the range of pupils' learning needs, particularly the more able;
- R3 rationalise whole school curriculum planning, assessment and SEN support structures to create more effective and manageable procedures;*
- R4 develop the role of senior management in evaluating and improving provision, and extend the role of the governing body in the process;*
- R5 improve attendance* and ensure that registration procedures comply fully with National Assembly for Wales (NAW) circular 47/06 *;
- R6 continue to work with the UA to provide pupils with an appropriate learning environment, including suitable hygiene and recreational facilities.*

**There is reference to these issues in the current School Development Plan.*

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 match the judgement made by the school in its self-evaluation report.
- 52. In both key stages, pupils, including those with SEN, make consistent progress in gaining new skills, knowledge and understanding and achieve their agreed learning targets and goals.

Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	76%	13%	0%	0%

54. These figures are a significant improvement on the findings of the previous inspection report. They are also above the national findings published in HMCI's latest Annual Report for 2007-2008, which states that standards were Grade 1 and 2 overall in 84% of the lessons inspected. The percentage of lessons graded 1 above, however, is a little below the national findings of 12%.
55. The quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
56. In the under-fives class, children's standards of achievement in the areas of learning inspected are as follows:

Areas of Learning	Foundation Phase
Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication skills	Grade 2
Welsh Language Development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 3
Physical development	Grade 3

Grades for standards in the subjects inspected

57. In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
History	Grade 3	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

58. In 2008, pupils' attainments in the NC assessments in key stage 1 according to teacher assessment, were above the county and national averages in mathematics, above the county but below national averages in English, and below both county and national averages in science. When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments were in the upper 25% in mathematics, upper 50% in English, and the lower 50% in science. The percentage of pupils achieving the higher level, that is level 3, was above the national averages in all subjects. The school's results place it in the lower 50% of similar schools. Over a three-year period, trends in performance show steady improvement overall.
59. In 2008, pupils' attainments in the NC assessments in key stage 2, according to teacher assessment, were a little above the county and national averages in English but below both county and national averages in mathematics and science. The

percentage of pupils achieving the higher level, that is level 5, was below the national averages in all subjects. When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments were in the upper 50% in English and the lower 50% in mathematics and science. The school's results place it in the lower 50% of similar schools. Over a three-year period, trends in performance are uneven but show improvement particularly in English where there is a significant improvement in outcomes.

60. Teacher assessments indicate some variations between the performance of boys and girls in both key stages, but no clear pattern of underachievement emerges. A study of school data indicates that, overall, most pupils make good progress in moving to the next stage of learning. This is evidenced, for example, in the outcomes of on-going assessment of pupils' language skills. An analysis of the NC assessment data shows that the percentage of Year 6 (Y6) pupils achieving levels 4/5 demonstrates that progress has been uneven when compared with their attainments when they were in Y2.
61. The children under five make good progress in acquiring thinking, communication, numeracy and ICT skills. They also make good progress in developing their bilingual skills and use Welsh words and phrases confidently during their daily activities. The children settle well into school routines and engage enthusiastically in a range of activities.
62. In both key stages, pupils' progress and standards in key skills across the curriculum have good features that outweigh shortcomings. In the best work, pupils use key skills confidently and accurately. Overall, however, pupils' key skills do not develop consistently across the school.
63. In both key stages, pupils' listening skills are good. Most pupils speak readily with more able pupils expressing themselves fluently using reasoned argument and a wide range of vocabulary. The speaking skills of many average and less able pupils are less secure and are hampered by limited vocabulary and an insecure grasp of sentence structures. Relative to their ability, most pupils use their reading skills effectively to gather information from different sources. Pupils write for different purposes across the curriculum and the best work is of good standard. There are very good features in the written work of many Year 6 pupils' work in history, for example.
64. Overall, pupils use their number and ICT skills appropriately in tasks across the curriculum. In best practice, they use their mathematical skills purposefully to investigate, collect and analyse information in subjects such as history, geography and science. In the best work, pupils make effective use of a range of ICT tools and competences in subjects such as English, history and aspects of art and design, and for the purposes of self and peer evaluation. In a few subjects, such as science, pupils do not always make sufficient use of their ICT skills to support their work.
65. More able pupils have a good understanding of their progress and can discuss the particular strengths and weaknesses in their work with reasonable accuracy. In general, pupils' ability to evaluate their work and to identify what they have to do to

improve is insufficiently developed. This is an area identified appropriately for attention in the school development plan.

66. In both key stages, pupils' investigative and problem-solving skills develop well overall and particularly in aspects of their work in history and personal and social education. Pupils' creative skills are good as demonstrated in music and physical education. There are outstanding features in pupils' work in art and design.
67. Pupils' bilingual competence has good features that outweighs shortcomings. In a few classes, pupils' bilingual skills and competence develop appropriately but progress and standards overall are uneven. This is an area appropriately identified for attention in the school development plan.
68. Through their studies in subjects, such as English, history, geography and music, pupils' knowledge and understanding of the Cwricwlwm Cymreig (Welsh Curriculum) is good. It is very good in aspects of their studies in art and design in key stage 2.
69. Good features outweigh some shortcomings in pupils' ability to work independently. In best practice, pupils work well in pairs and small groups and acquire the skills to work independently to improve their own learning. They organise themselves appropriately and use their problem-solving and decision-making skills well. In a few classes, pupils seldom plan and organise their own work without supervision and are often dependent upon teachers to direct them.
70. Pupils' personal, social, moral and wider development is good with outstanding features. Almost without exception, pupils have a strong sense of fair-play, take responsibility for their actions and are tolerant and considerate towards others. Through collective worship, circle time and school council activities, most pupils develop a secure set of spiritual, moral and social values.
71. Most pupils demonstrate a growing awareness of equal opportunities issues and show a genuine respect for diversity within their school, their community and the wider world.
72. Pupils' behaviour is frequently good with outstanding features. In lessons and around the school, most pupils demonstrate respect, care and concern for each other, for members of staff and for their environment. They welcome visitors warmly and politely and readily engage in conversation.
73. Most pupils' attitudes to their learning, and the interest they show in their work are good. Most pupils work diligently in lessons. They listen carefully to their teachers, settle quickly to their tasks and persevere with their work even on those occasions when tasks lack challenge or are not entirely suited to their specific needs and abilities.
74. Attendance rates for the past three terms average 91.2%. These rates are below national rates of attendance for pupils of primary school age but in line with schools that have a similar number of pupils entitled to receive free school meals.

75. Almost 15% of pupils of statutory school age have rates of attendance below 85% and this is having an impact on the continuity of their education and the standards they achieve. The education welfare officer is supporting the families concerned and there is evidence that the attendance of a few pupils is improving steadily.
76. Despite the best efforts of the school, a few pupils arrive late for the start of the school day. These pupils sometimes miss important parts of the first lesson of the day or their entitlement to the daily act of collective worship when it is held at the beginning of the morning session.
77. Pupils have a good knowledge of their local community and support a range of community activities and initiatives. Their knowledge of the world of work within their community is more limited. Pupils have gained some experience of using entrepreneurial skills through designing and selling games at school fairs. By participating as members of the school council, they also learn to apply planning and decision making skills. Overall, pupils' entrepreneurial skills are at an early stage of development. The school has highlighted these aspects appropriately in the school development plan as areas for further development.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

78. The findings of the inspection team match the school's judgement in its self-evaluation report.
79. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	64%	24%	0%	0%

80. The above figures are an improvement on the findings of the last inspection report. They are, however, below the national 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 of which 16% were Grade 1.
81. In lessons judged to be Grade 1, the outstanding features in the teaching include very high expectations of all pupils, excellent teacher/pupil interaction, stimulating presentations, and highly effective use of links across the subjects to make learning meaningful for pupils.
82. In lessons judged to be Grade 2, the good features include the sharing of lesson objectives, the brisk pace, an effective focus on developing key skills, the good opportunities for pupils to work individually, in pairs or in groups, effective classroom management and the use of plenary sessions to consolidate learning.

83. Although there are good features in the 24% of lessons judged to be a Grade 3, there are also shortcomings which include a slow pace with insufficient balance between discussion and tasks, the overuse of worksheets, and activities that lack appropriate challenge, particularly for the more able pupils.
84. Through on-going training, teachers are familiar with recent developments in primary teaching. They have a secure knowledge of the NC subjects, religious education and The Foundation Phase Framework. They are also aware of the main requirements of the revised curriculum and of the Personal and Social Education Framework.
85. The good relationships between teachers and pupils facilitate effective learning. Teachers treat pupils equally, irrespective of their gender, race or ability and create a positive work ethos in their classes. They successfully challenge stereotypical images and views and pupils are actively encouraged to participate in the full range of activities provided.
86. Classroom assistants are deployed and used effectively to work alongside individual pupils or to support groups.
87. Lessons are appropriately planned to ensure a good range of activities. In the best practice, teachers' planning gives good attention to the range of abilities in the class ensuring that tasks are well matched to pupils' ability and current learning needs. This good practice is not consistent throughout the school. During lessons, teachers effectively monitor progress alongside the pupils.
88. In best practice, teachers focus well on pupils' bilingual competence. They make good use of incidental Welsh and, overall, develop pupils' Welsh vocabulary and language patterns appropriately. Practice is not always consistent across the school and this aspect has been identified appropriately by the headteacher as a priority for development. Teachers make good use of the opportunities to develop the Cwricwlwm Cymreig within many subjects including English, art and design, geography, music and history.
89. Good features outweigh shortcomings in the quality of assessment, recording and reporting pupils' progress. A range of assessment procedures is used but outcomes are not used consistently in planning and improving learning.
90. The school meets statutory requirements for recording and accrediting learners' achievements. Baseline assessment is undertaken correctly, and assessment outcomes are reported to parents at the end of both key stages. There is effective assessment, reporting and reviews of the needs of pupils with SEN. Cohort tracking has been identified appropriately in the school development plan as an area for development.
91. There are extensive systems for assessing and monitoring pupils' progress. However, these are not standardised throughout the school and they do not always inform planning for all abilities in a sufficiently rigorous manner. Teachers complete comprehensive assessment and recording documents, but overall they are too unwieldy to be an effective assessment tool.

92. Although Assessment for Learning has been adopted by the school, lesson evaluations in short term planning are generally descriptive rather than analytical and do not always identify learners' needs.
93. There are useful cluster meetings with local primary and secondary schools to discuss aspects of assessment including the standardisation and moderation of standards in core subjects to ensure consistency.
94. There is a comprehensive marking policy and work is marked regularly. Nearly all marking focuses on what has been done and on presentation, although there are occasional good examples of constructive comments to identify the way forward for pupils. However, this is not consistently applied across the school. Effective oral feedback is generally given to pupils during lessons.
95. Overall, appropriate targets are set for pupils in English, mathematics and personal and social education, which are reviewed termly. Procedures to ensure that pupils play an active role in the process of target setting and evaluating their progress in relation to individual targets are limited. Pupils' use of the 'traffic lights' system and 'two stars and a wish' is developing. Older key stage 2 pupils have an understanding of the purpose of assessment and pupils of all ages have begun to undertake constructive peer assessment. When evaluating work at different stages of development in English and music lessons, for example, pupils offer thoughtful suggestions on how dialogue or musical performances can be improved further.
96. Annual reports to parents comply with statutory requirements and the best examples are of good quality. In best practice, reports outline pupils' skills and achievements clearly, noting targets for future development. Practice is not consistent across the school. Parents are given an opportunity to respond to the reports.
97. Parents appreciate the school's open-door policy and the opportunities offered each term to come to discuss their child's progress, achievements and targets.

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

98. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report and a lower grade has been awarded. A few outstanding features are acknowledged but shortcomings are also identified.
99. The curriculum conforms to statutory requirements and offers pupils equal access to a broad and balanced curriculum that is relevant to their needs.
100. In both key stages, schemes of work and curriculum policies are in place for all subjects. These are currently being reviewed and updated to take account of the new curriculum orders and the Skills Framework.

101. The overall quality of provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. All staff in the under-fives class work closely together in planning the provision and there is a clear focus on developing children's basic skills. However, children do not receive sufficient opportunities on a regular basis to plan and initiate their own learning. There are also too few regular opportunities for role-play and outdoor play activities.
102. A revised curricular planning tool has been introduced which is promoting good planning strategies. Nevertheless, there is an imbalance in the provision for the teaching of key skills. The key skills are identified in general terms in teachers' planning. However, the learning opportunities are not always explicit, and inconsistencies in the monitoring of the provision means that good opportunities for developing skills are missed. Very good features are seen in the development of personal and social education and in best practice, there is effective provision to develop pupils' thinking, creative and problem solving skills. Overall, there is insufficient structure to promote the consistent development of key skills across the school.
103. The provision for education for sustainable development and global citizenship (ESDGC) and the efforts made by the school to act in a sustainable way are outstanding and fully embedded in the life and work of the school.
104. Pupils are involved in re-cycling, composting, water and energy conservation, fair-trade initiatives and waste minimisation schemes. The excellent partnerships established with schools throughout Europe via the Comenius Project enables pupils to have a truly international understanding of the lives of children in different countries and this contributes well to their understanding of global citizenship.
105. The school is part of the eco-schools award scheme and is justly proud of achieving the European Green Flag award in recognition of its commitment to conservation and the environment. The whole school community is presently involved in renewing this award for the second time.
106. There are good features to the wide range of extra-curricular activities provided for pupils. They include netball, tennis, rugby, chess, recorders, and choir clubs. Pupils' experiences are further enriched by the contribution of visitors to the school including sports coaches, drama companies and local clergy. These experiences complement the classroom provision highly effectively. Residential visits to places, such as Llangrannog and Pendine, extend pupils' learning experiences enabling them to participate in a range of outdoor activities and develop self-confidence and independence.
107. Pupils receive valuable experiences as they visit places of educational interest, both local and further afield, such as Castell Henllys, the Welsh Assembly, the Synagogue, Millennium Coastal Park, Big Pit and Techniquest. These experiences make an important contribution to pupils' historical, geographical, scientific and religious studies. Pupils participate in a number of local events including International Women's Day, Bobby Busters and the Anti-Social Behaviour quiz.

108. Provision for pupils' spiritual, moral and cultural development is good. Daily acts of collective worship meet statutory requirements and contribute very effectively to pupils' moral, spiritual, cultural and emotional development. Sound moral messages are consistently introduced during the school day and all members of staff promote effective inter-personal relationships. Pupils display consideration for others less fortunate than themselves by raising money for charities such as the NSPCC.
109. There are outstanding features to the schools' provision for personal and social education. It permeates all aspects of school life and has had a significant impact on pupils' behaviour. There is thorough planning of all aspects within a well-structured and imaginative programme which engages pupils of all abilities. The school council and the school 'buddy' system provide very good opportunities for pupils to take responsibility and learn how to relate to others. Pupils' social skills and understanding are further enhanced through circle time and related activities when they receive very good opportunities to discuss and consider a range of pertinent issues in a supportive environment.
110. The provision for the Cwricwlwm Cymreig meets current requirements. It is prominent in the work of the school and is effectively promoted across a range of curricular areas and through visits, projects, and competitions such as the Urdd Eisteddfod. Staff and pupils demonstrate positive attitudes towards the Welsh language and bilingual displays feature well. While good examples of using incidental Welsh were observed in many classes, practice is not consistent across the school. The school has identified this area appropriately for further development.
111. Pupils' awareness of cultural differences and diversity is promoted effectively through collective worship, personal and social education and religious education lessons.
112. The school's partnerships with parents, other providers and interested parties are good. Parents are supportive of the school; they are kept well informed, have regular opportunities to discuss their children's work and progress with teachers, and many support the school through the Parents, Teachers and Friends Association (PTFA). A constructive home/school agreement is in place that has been accepted by the majority of parents.
113. The school's partnership with the main receiving secondary school is well established and contributes to the successful transfer of pupils. Regular liaison meetings, an exchange of information and ideas, teacher exchanges, and work that spans Year 6 and Year 7, help to promote continuity of education for pupils.
114. The school regularly welcomes students from local colleges undertaking teacher-training and child care courses, and students from local secondary schools undertaking work experience placements. Students are well supported by staff and they make a positive contribution to the life and work of the school.
115. Links with the local community are successful. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning and understanding of the community in which they live.

116. Good features outweigh some shortcomings in the provision for work related education (WRE) and in the development of pupils' entrepreneurial skills. This is an area for development identified appropriately by the school. Whilst pupils receive visits from personnel associated with different jobs and professions, WRE is not an integral part of pupils' learning experiences. No teachers have recently undertaken a relevant industrial or business placement with a view to enhancing professional development and enriching curriculum provision for pupils.
117. Entrepreneurial skills are developing well in Year 4 where pupils have had the opportunity to engage in enterprise activities. There are clear plans to extend enterprise activities through the rest of the school and the headteacher is actively developing new partnerships with business and industry to support this area of the curriculum.
118. Commitment to social inclusion is clearly evident in the daily life and work of the school and there are appropriate policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping.
119. The school is successful in laying the foundations for lifelong learning and community regeneration through aspects such as developing pupils to be confident learners, the breadth and quality of learning opportunities offered, the attention to health education, and the focus on the importance of community links.

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

Grade 3: Good features outweigh shortcomings

120. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report and a lower grade has been awarded. Good features are acknowledged but important shortcomings are also identified.
121. The school provides highly effective care, support and personal guidance for its pupils. Provision and practice takes good account of the statutory framework for inclusion. Staff are sensitive to the needs of the learners and work hard to develop a positive, inclusive ethos where pupils feel valued and secure. Relationships are based on a high level of courtesy and mutual respect with a strong emphasis on developing an awareness of the needs of others.
122. There are outstanding features in the provision for personal and social education. It impacts highly effectively on pupils' emotional, personal and social development. The efforts and successes of pupils of all abilities are celebrated. This contributes substantially towards their personal and social development, promotes their confidence, self-esteem and a positive attitude towards school.
123. Pastoral support is good with outstanding features. Pupils know that they can turn to adults for help and guidance. Circle time sessions and the school council also provide an effective channel for pupils to share problems through discussion with

members of staff. Pupils with potential emotional and behavioural difficulties receive highly effective pastoral support.

124. The school's provision successfully promotes the importance of a healthy diet and lifestyle, and encourages physical fitness through the curriculum and after school activities. Aspects of health education are integrated across the curriculum and the school has achieved its third Healthy School award. There is appropriate guidance on substance misuse, hygiene and personal safety. The lack of sufficient toilet facilities, however, impinges on the well being of pupils, particularly the personal needs of older girls.
125. The school enjoys positive partnerships with parents and carers. Their views are sought through questionnaires and the headteacher is prepared to act upon parents' recommendations.
126. Effective induction procedures are in place with pre-admission visits to ensure that the under-fives settle well. There are good links with the secondary school to support the transition of pupils from Year 6 and promote continuity and progression. New pupils admitted throughout the school receive good support. Pupils with English as an additional language (EAL) and pupils from the Refuge integrate well into the social life of the school.
127. The school council operates according to national guidelines and provides a good opportunity for pupils to work together and contribute to decision-making. Councillors undertake their duties conscientiously and feel they can make a real difference to their school. They are developing a clear understanding of the democratic process and are good ambassadors for their school.
128. There are important shortcomings in the recording of punctuality and attendance and the school does not fully comply with registration procedures outlined in National Assembly for Wales (NAW) circular 47/06, Inclusion and Pupil Support. Whilst registration is undertaken at the start of the morning and afternoon sessions, registers are sometimes incomplete, marked in pencil and do not always record absence. This has health and safety implications as the school has no accurate, daily record of attendance. Attendance for individual pupils is monitored carefully by the headteacher and there is a productive partnership with the educational welfare officer.
129. The academic performance of pupils is monitored regularly by teachers, but the role of pupils in taking more responsibility for their own learning, in setting their own targets, and understanding and planning their own progress is not yet fully developed across the school.
130. Behaviour is well managed throughout the school; the policy and procedures to promote good behaviour and eliminate any aspect of bullying or harassment are successful and staff implement them consistently. These procedures are particularly beneficial in supporting pupils who may be at risk of exclusion.
131. The school has a clear policy and set of procedures to promote health and safety, including risk assessment, which are monitored and implemented by the

headteacher, staff and the governing body. Arrangements for dealing with accidents, emergencies and medical needs are well established and effective, and all teachers have received basic first aid training. Fire drills are carried out regularly and efficiently.

132. The school has appropriate measures to promote the protection of children. The headteacher has designated responsibility for child protection issues and there is a nominated governor for child protection. National child protection guidelines are followed, training is regularly updated and all adults in the school are made aware of the correct procedures to be followed.
133. Overall, there are good features in the provision for pupils with additional learning needs. Pupils' additional needs are identified at an early age, and the SEN co-ordinator, class teachers and learning support staff collaborate well. They demonstrate strong commitment to pupils with a range of needs.
134. Assessment within the school identifies needs and monitors the progress of pupils termly. Individual learning needs are identified by the SEN co-ordinator and class teachers. Parents are contacted before creating individual education plans (IEPs) for their children and placing them on the school's special needs register. IEPs are based on achievable steps in pupils' learning. Parents are invited to contribute their views and sign the plans.
135. Good support with a specific focus is provided in group withdrawal sessions. During these sessions, a positive, calm atmosphere is created and a 'have a go' ethos is evident. Good quality resources are available, although few IT programs are used. In-class support is provided throughout the school to enable pupils to access the curriculum. However, pupils are sometimes taught separately within the class when they could develop greater independence by being more fully integrated in the activities taking place.
136. Pupils' progress is assessed and monitored by the SEN co-ordinator, the teaching assistants, and all class teachers. A range of intervention programmes, such as POPAT, Catch-up and Springboard 5 is available according to individual need. A high number of pupils have been identified in Year 6 with dyslexic tendencies and appropriate support is provided in conjunction with the secondary school.
137. Although a range of strategies are in use to support pupils with SEN, the impact of the various interventions introduced throughout the school are insufficiently evaluated to enable staff to determine effectiveness and deploy support more strategically. The record keeping systems in particular are overly burdensome.
138. The needs of pupils with statements are met; they receive appropriate support and access to the curriculum is ensured. Parents of statemented pupils are asked to respond to a questionnaire regarding provision and progress.
139. The RAISE funding is in its third year and has been used to support a targeted group of vulnerable pupils. Although it has not had a marked impression on levels of achievement, the support has increased their social and emotional well-being considerably and developed their self-esteem enabling them to become fully

integrated and involved in class. The school has appropriately identified working with more able and talented pupils as an area for future development. In best practice, the older more able pupils in key stage 2 are offered more challenging tasks to extend their learning.

140. Overall, external agencies work effectively with the school. Speech and language plans are given to schools for teaching assistants to implement but no training is available. The school has good links with the head of the behaviour unit at the secondary school and this eases the transition process. Communication and links between the relevant agencies regarding 'Looked After Children' are good. When pupils have been temporarily excluded, the relevant procedures have been followed.
141. The school's policies and practices promote positive attitudes amongst pupils with regard to acknowledging diversity and promoting equality on the grounds of race, background and gender. Displays in the school value other faiths and cultures.
142. The school makes good efforts to secure the equal treatment of disabled learners and ensures they are included in the life and work of the school. The school's Disability Equality Scheme and action plan provide practical information relating to the general provision. The plan is discussed and monitored by the governing body, and any developments are appropriately reported in its annual report to parents.
143. The infant department is accessible to wheelchair users as is the ground floor of the junior department. Whilst there is a toilet for the disabled in the junior department, it is inconveniently situated within the boys' toilet block. There are no toilet facilities for the disabled in the infant department located in an adjacent building.

Leadership and management

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

Grade 2: Good features and no important shortcomings

144. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
145. The headteacher, who has been in post for a short period of time, offers the school strong and effective leadership. He has a clear vision for the future development of the school and is developing the school's strengths as well as introducing new strategies to develop aspects of curriculum planning and evaluation. Good progress has been made in a short period of time. The headteacher, staff and governors share a strong commitment to equality of opportunity for all pupils.
146. All members of staff work well together and there is a sense of mutual support in order to develop the school further. The headteacher is well supported by the senior management team, which brings together a good range of skills and expertise.
147. The school successfully implements performance management procedures in line with statutory requirements. Outcomes include the setting of achievable personal

targets linked to relevant training opportunities. Teachers and support staff are encouraged to undertake further professional development as a tool to enhance teaching and learning, and to further their career opportunities.

148. The school's procedures for improving the performance of individual staff and teams are developing well. Teachers within each key stage and within year groups meet regularly and plan aspects of provision collaboratively. More recently appointed staff are well supported and guided by senior members of staff. This approach is having a good impact on the quality of the school's provision.
149. The school gives good attention to national priorities, new initiatives and local partnerships. It has committed itself to the Healthy Schools Initiative, ECO schools project and has received the Basic Skills Agency Quality Mark accreditation. There is increasing investment in ICT resources and this helps more pupils to achieve higher standards. The focus on developing the personal and social education programme is a highly successful initiative.
150. The school works effectively with catchment primary and secondary schools on curriculum development projects, staff training and transition schemes.
151. The school development plan contains suitable targets for the continued development of the school. There are suitable processes for setting targets and the implementation of the action plans is analysed appropriately by the headteacher and the governing body in their termly meetings. Regular progress is made in addressing the main targets set and improvements are evident in areas, such as extending the curriculum and raising pupils' standards of achievement in subjects such as ICT, mathematics and physical education.
152. There are effective processes in place to set targets for pupils. The targets are based on the likely performance of each pupil and they are, in general, achievable. Overall, pupils achieve the targets set.
153. The governing body is highly supportive and plays a prominent role in the life of the school. The governors are aware of their responsibilities and contribute effectively to strategic planning. Members undertake further training in their roles, and new governors carry out their new responsibilities with interest and confidence. Governors visit the school regularly, but their monitoring role is less well developed.
154. The governing body meets regularly and fulfils its regulatory and legal responsibilities effectively overall. A wide range of whole-school policies has been produced and these are implemented across the school. They give appropriate attention to statutory requirements. There are suitable procedures in place for dealing with appeals and complaints

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

Grade 3: Good features outweigh shortcomings

155. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report and a lower grade has been allocated. While good features are identified, there are also shortcomings in important aspects of this key question.
156. The school's self-evaluation process and the systematic planning for improvement are features which are developing. Since his recent appointment, the headteacher has established a clear strategy with a focus on collecting relevant information in a structured way to move the school forward. This strategy is at an early stage of development but is promoting greater consistency in approach and practice.
157. Following recent staff changes, the roles of senior staff and subject leaders in evaluating the quality of provision and standards of achievement are being reviewed. Subject leaders monitor and evaluate the subjects for which they are responsible primarily through discussion with colleagues and general visits to classrooms. There are a few examples of informative reports of the current strengths and areas for development in specific subjects. Overall, the role of subject leaders and particularly the senior management team in evaluating provision and standards of achievement is insufficiently developed.
158. Since his recent appointment, the headteacher has focused effectively on seeking improvements to specific aspects of provision supported by the teaching staff, LA education officers and curriculum advisers. This process is making an important contribution to the manner in which the school is moving forward. Improvements in areas such as mathematics, science and ICT are particular examples.
159. Appropriate procedures are in place to involve staff, pupils and parents in the self-evaluation process. Pupils contribute through their involvement in the school council. Their views and those of their parents have also been canvassed through questionnaires on aspects of school life. Although the governing body keeps itself informed of the work of the school through receiving reports by the headteacher and visiting the school to discuss aspects of provision, members' monitoring of the quality of provision and standards of achievement is insufficiently developed.
160. The school development plan for the current academic year contains many relevant targets for further school improvement. Details are provided on the specific actions to be taken, the costs and timescales involved, the success criteria and who is responsible. In addition, some longer-term priorities are noted. Funding is appropriately linked to the school's priorities. The link between the process of self-evaluation and forward planning is developing.
161. The self-evaluation report produced before the inspection is an informative document, which focuses appropriately on a range of relevant elements relating to the seven key questions. There is a clear analysis of strengths, as well as the identification of areas for moving the school forward.

162. The findings of the inspection team match the judgement of the school in three out of the seven key questions. A lower grade was awarded to key questions 4, 6 and 7 as there are important shortcomings within these questions. A lower grade was also awarded to key question 3, as there were insufficient outstanding features to justify a Grade 1.
163. Good progress has been made in addressing aspects of the key issues identified in the last inspection report but shortcomings remain in important areas. Standards have improved in English, science, music and physical education. The quality of teaching has also improved. Improving the planning of key skills, and ensuring that the work set for pupils is matched closely to their current learning needs, remain to be developed further. There have been improvements to the building, but the overall quality of the accommodation and inadequate play areas remain important shortcomings. Improving pupils' rates of attendance also remains an area for improvement.

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

Grade 3: Good features outweigh shortcomings

164. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report and a lower grade has been allocated. Good features are acknowledged but important shortcomings are also identified.
165. The school is appropriately staffed with suitably qualified teachers to support the number of pupils on roll. They provide a wide range of subject expertise, experience and skills, which are used well throughout the school. Currently there is one newly qualified teacher and one full time support teacher for SEN. The athrawes fro and the peripatetic music teacher contribute well towards the linguistic and musical development of the pupils. There are good procedures in place to support newly qualified teachers.
166. The school has effective procedures for managing teachers' planning, preparation and assessment (PPA) time in line with statutory requirements. PPA cover is well managed and the part time teacher, who has responsibility for art and design, makes a valuable contribution in this context. There are appropriate arrangements to reduce teachers' administrative and clerical tasks.
167. The school invests well in support staff, who support individuals and groups of pupils in all classes. They work effectively and enthusiastically with teachers and their contribution is valued. The administrative, cleaning and ancillary staff make a valuable contribution to the day-to-day running of the school.
168. The teaching staff and teaching assistants have job descriptions, which give a clear outline of their responsibilities. They have been checked by the Criminal Records Bureau.

169. There is a strong commitment by staff to undertake continuing professional development. It is guided by local and national initiatives, the school development plan and the developmental needs of individual teachers. Staff attend county training courses to develop a whole school approach to new initiatives such as *Thinking in Science*. The school also receives appropriate training and advice from curriculum advisers in the UA in subjects such as mathematics and science. One member of staff has received a bursary from the General Teaching Council of Wales to attend a national music conference. A programme of training is beginning to be implemented for teaching assistants.
170. There are concerns about the quality of the school accommodation and site and the range of teaching and learning facilities in both buildings. This has been recognised by the UA and the provision of a new school building has been agreed.
171. The outdoor play areas are inadequate for the number of pupils on roll. The lack of space in the two playgrounds and the absence of any green areas impact on curriculum provision for the outdoor learning environment for the Foundation Phase, and also the provision in aspects of physical education, science and environmental education. The two playgrounds offer a range of structured play opportunities but there is limited space for free play, and team and ball games cause concern for pupils' safety. Staff make good efforts to supervise the use of the playgrounds by staggering the playtime sessions and providing a rota for the use of the upper playground to allow more space for pupils to play safely.
172. There are inadequate toilet and changing facilities in each building, but in particular for both boy and girl pupils in key stage 2. The school hall is very cramped when accommodating the whole school for collective worship and other gatherings. Access to the upper floor for key stage 2 pupils via two flights of stairs gives cause for concern for pupils' safety, particularly in wet weather.
173. A few classrooms provide limited space for teaching and learning and there is insufficient office space for the headteacher and administrative staff.
174. Even though the accommodation has many important shortcomings the school makes every effort to make the best use of the buildings and the playground spaces and, on occasions, utilizes nearby community facilities.
175. Overall, the buildings are in suitable decorative order and are appropriately maintained. The high standard of wall displays throughout the school contributes well to the school ethos, to recognizing pupils' work and achievements, and to enhancing the learning environment.
176. The school is aware of its responsibilities to disabled learners and in recent years has made provision for wheelchair users by providing a small lift for the differing floor levels in the lower Junior block. Toilet facilities for disabled pupils are restricted to the Junior boys toilet block. Presently, no disabled learners are registered at the school.
177. Overall, resources for teaching and learning are sufficient to meet the requirements of the curriculum and are appropriate to pupils' ages and needs. Recently, a

substantial investment has been made in purchasing laptops for all classes, and the purchase of additional resources for English, music, physical education and science is having a good impact in supporting pupils' learning.

178. The school budget is managed efficiently. The governing body and the headteacher regularly review and evaluate the use of resources. A programme of spending is carefully managed to match priorities in the school development plan. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

179. The overall quality of provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

Personal and Social Development, Well-Being and Cultural Diversity

Grade 2: Good features and no important shortcomings

Good features

180. All children settle well into the school environment and are familiar with daily routines. Most children readily participate in the activities on offer. They demonstrate confidence and well-being and are eager to engage in new experiences. They concentrate well for longer periods and during circle-time, for example, children listen carefully when others are speaking. They take turns and understand simple rules. Children are independent in their personal hygiene.
181. Most children are developing an awareness of cultural diversity. They recognise some of the main features of the Welsh culture as well as the celebrations and customs of children from other countries, for example, the Chinese New Year and the Diwali festival.

Language, Literacy and Communication Skills

Grade 2: Good features and no important shortcomings

Good features

182. All children listen attentively to adults and respond appropriately to instructions. They join in rhymes and take part enthusiastically in stories.
183. The majority of children speak clearly and a few communicate confidently in a range of situations. Most children show an active interest in books, know that print conveys meaning, and can distinguish between pictures and words. A few children have a

good awareness of phonics and many are beginning to read books at an appropriate level. In their play, nearly all children make marks with a range of writing tools and their writing is emerging. Older children write words and phrases with reasonable accuracy. Most children form letters accurately.

Shortcomings

184. A minority of children demonstrate limited vocabulary and have difficulty in expressing themselves clearly.

Mathematical Development

Grade 2: Good features and no important shortcomings

Good features

185. All children join in number rhymes and songs and most can match numbers to objects accurately. Most children sequence numbers correctly and identify missing numbers on a number line. Older children understand ordinal numbers and correctly state their position when standing in a line. They understand 'one more' and 'one less'. The more able children make effective use of their mathematical skills to solve number problems, and they can explain their methods of working. They record their calculations in informal personal ways, and move forward well to using numbers and symbols.
186. Most children recognise and correctly name two-dimensional shapes. They match these accurately and use them effectively to create patterns and pictures. By means of practical experiences, they understand and use basic mathematical language correctly. They use non-standard units to measure in their activities. Children can collect information in appropriate contexts and can represent the data in a variety of ways using real objects.

Shortcomings

187. Although children recognise basic coins, a few children do not have a sufficient understanding that money needs to be exchanged to buy an item.

Welsh Language Development

Grade 2: Good features and no important shortcomings

Good features

188. Almost all children are gaining confidence in using Welsh and are developing very positive attitudes towards learning the language. Almost all children listen attentively and respond accurately to instructions and commands given in Welsh. They join in well in a wide range of rhymes and songs.

189. With the support of an adult, many children can follow simple texts in Welsh. Most children know the colour names and numbers in Welsh. They are familiar with weather terms and can name items of clothing. They use this vocabulary accurately and confidently in response to questions.

Shortcomings

190. There are no important shortcomings

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

Good features

191. Most children know that they live in Llanelli and through visits to places such as the park and pet shop, they are aware of some local features. Through visits from people, such as the police officer, they are also aware of some of the jobs people do in the community. Most children are aware of chronology as they discuss the events of the day. They explore well using their senses in a range of cooking activities. The children also recognise that different materials change when they are cooked. Most children demonstrate good observational skills as they investigate minibeasts and their habitats. They can name the more familiar insects and know well that bees live in a hive and provide us with honey. Through planting seeds and observing their growth, most children have a good awareness that plants need water and light to grow. The children's ICT skills develop well and they use the interactive whiteboard confidently to create big pictures and patterns.

Shortcomings

192. There are no important shortcomings

Physical Development

Grade 3: Good features outweigh shortcomings

Good features

193. Most children use different tools and implements confidently including crayons, pencils, brushes and scissors. They show increasing dexterity when manipulating and linking apparatus and when building towers of blocks. They play imaginatively with blocks and other small equipment often applying their knowledge of number, size and shape to good effect. When using the interactive whiteboard, most children demonstrate good control in dragging and placing objects on the screen.
194. Overall, children are developing good control of their bodies. They negotiate objects confidently while walking and running, and understand and respond accurately to instructions, such as stopping and starting, when given a command. They are

developing their throwing and catching skills and hand-eye co-ordination appropriately.

Shortcomings

195. The children do not develop and extend their gross motor skills sufficiently through regular outdoor activities including using different apparatus.

Creative Development

Grade 3: Good features outweigh shortcomings

Good features

196. The children know a good range of songs and rhymes which they sing enthusiastically. They use a range of materials and techniques well when painting, drawing from observation, or printing. They make careful choices about colours and use them appropriately in their drawings and paintings. They create many colourful collages linked to their topic work. Children can mould, roll and stretch malleable materials to create different shapes. They use cutlery correctly and safely. Most children are confident when drawing on the interactive whiteboard.

Shortcomings

197. Children do not develop their communication, imaginative and creative skills sufficiently through role-play.

English

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

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

Good features

198. Pupils in both key stages listen carefully to teachers and peers. They respond to questions with enthusiasm and increasing confidence.
199. In key stage 1, most pupils answer questions readily and engage in conversations about themselves and their interests. In key stage 2, most pupils participate in class and group discussion making relevant contributions. Pupils' speaking skills are of an increasingly higher standard as they progress through key stage 2, when many older pupils can state and justify opinions with clarity. In key stage 2, pupils are generally keen to perform in role-play and drama, using language effectively.
200. In both key stages, many pupils read fluently and with expression and make steady and, in some cases, very good progress. They use punctuation with accuracy, understand what they read and can make sound predictions. In key stage 2, many pupils are developing the ability to infer and deduce and more able pupils make

highly perceptive comments about character and plot development. In key stage 2, pupils generally have a very positive attitude to reading and discuss their reading preferences and favourite authors with great enthusiasm. Most pupils know how to access information from a variety of texts and the internet.

201. In key stage 1, pupils write in a variety of forms, such as news recounts, poetry, instructions, narratives and prayers. The more able pupils write at greater length and are beginning to use full stops and capitals accurately. They are developing a clear structure in their writing, using a variety of sentence starters. They spell regular words correctly and can use a growing range of irregular patterns, making good use of wordbooks. Following a visit to The Mumbles, more able pupils can suggest a range of descriptive vocabulary to use in their collaborative poems about the sea,
202. In key stage 2, pupils write in a wide variety of forms and genres, such as autobiography, biography, description, diary, persuasion, instruction, information report, narrative, explanation and discussion. Pupils can discuss the different language features in formal and informal letters and develop character fact files. Many pupils enjoy experimenting with a range of language features such as similes, metaphors and alliteration. Older pupils can discuss language features in a challenging nineteenth century text and can generate a range of success criteria for effective advertisements.
203. Pupils throughout the school are becoming more involved in determining the success criteria for each piece of writing. As a result, their ability to reflect critically on what they have written is developing, enabling them to revise and re-draft their writing more purposefully. Editing for correct spelling and punctuation is encouraged and is increasingly accurate as pupils progress through the school.
204. In key stage 2, pupils use sound recording equipment and digital photographs effectively when evaluating their own work. They use their ICT well to formulate first drafts, then revise and rewrite, using word processing on the computers available. Handwriting is generally well formed in joined, cursive script.

Shortcomings

205. In both key stages, the speaking skills of many average and less able pupils are less secure and hampered by limited vocabulary.
206. In key stage 2, a few older, less able pupils lack appropriate strategies to aid them with their reading.

Science

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

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

Good features

207. In key stage 1, pupils can identify similarities and differences between animals and humans. They have a good awareness of healthy food and the importance of a balanced diet. They understand well the functions of their senses.
208. In key stage 1, most pupils investigate well. They discover, for example, that there are different types of forces, and they know that forces affect movement. In carrying out investigations, they are developing a good awareness of fair testing and use appropriate scientific vocabulary to discuss their observations.
209. In key stage 1, most pupils use a range of resources confidently and record the results of their investigations correctly overall in pictures, writing and tables.
210. In key stage 2, the majority of pupils' investigative skills are good. They demonstrate a good understanding of the principles of fair testing in investigations into which type of sugar will dissolve most quickly, for example, or when discussing soluble and insoluble solutions. They systematically plan the scientific enquiry and carry out experimental work safely.
211. In key stage 2, pupils work well together as groups and they make sensible predictions of possible results to their enquiries based on their previous knowledge. They make accurate observations and comparisons, for example, when identifying magnetic and non-magnetic materials. Most pupils can draw reasoned conclusions from their experimental findings on the factors that cause change to the pulse rate.
212. In key stage 2, pupils know how animals are suited to their environments and are beginning to understand the structure of food chains.
213. In key stage 2, the majority of pupils can record the results of their investigations neatly in tables, drawings, diagrams and graphs. Most pupils use correct scientific terms when discussing their work.

Shortcomings

214. In both key stages, pupils do not make sufficient use of ICT to present and develop scientific ideas, information and data.

History

Key stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

215. In key stage 1, pupils are aware of change as they focus generally on developments in their own lives and those of their families. When discussing holidays, Year 1 pupils can compare holidays past and present appropriately, referring to transport, clothes and activities. They make correct use of simple words and phrases relating to the passage of time. They record information simply in pictorial and written form.
216. Many Year 2 pupils show a good awareness of aspects of everyday life during the Victorian Era particularly the experiences of children during this period and the jobs they undertook. They can recall the story of Susan Rees referring accurately to aspects such as working in mines, clothing and food.
217. In key stage 2, younger pupils have a good understanding of a number of aspects of life in Celtic times including settlements, homes and dress. They make good use of a museum visit to gather information about the Romans including the buildings built and how soldiers were attired. Pupils demonstrate a good understanding of the types of evidence which have survived, and its importance to our understanding of aspects of life during Celtic and Roman times.
218. Year 4 pupils demonstrate a good understanding of the lives of the rich and poor people in Tudor times offering specific examples with reference to their visit to a Tudor mansion. They apply their research skills well when using a census to make comparisons between Llanelli in 1901 and now. Year 5 pupils can discuss well their findings about schools in Victorian times following a study of a range of sources. They make good comparisons between Victorian schools and today's schools.
219. Across the key stage, pupils are making good progress in asking relevant questions about the period they are studying. Pupils' understanding and use of a range of evidence to gather information about the past is good. Year 6 pupils, for example, make very good use of reference books, visits and their ICT skills to develop a detailed understanding of a range of features relating to the Second World War, including the impact of the war on social life. This is an outstanding feature. Pupils record their research well in the form of letters, stories and reports.
220. In key stage 2, most pupils communicate their knowledge and understanding effectively in a range of ways which include role-play, writing, tables and graphs. The use of extended writing by more able pupils in Year 6 to convey their grasp of historical events during the Second World War is often of a very high standard.

Shortcomings

221. In key stage 1, pupils' understanding of the chronological order of events is insufficiently developed.
222. In key stage 1, many pupils' enquiry skills are insecure.

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

223. Pupils in key stage 1 sing enthusiastically and follow the dynamic conducting of the teacher with accuracy. Nearly all pupils can maintain a steady beat and follow rhythms. They have a keen sense of performance.
224. In key stage 1, most pupils use musical vocabulary with increasing confidence and can name the tuned and untuned percussion instruments that they use.
225. In key stage 1, pupils work productively in small groups to compose a graphic music score which they then perform using a range of instruments, collaborating well to solve problems and improve performance.
226. More able pupils can compose and save a short piece of music independently using a computer program on the interactive whiteboard, selecting and combining sounds effectively. Most pupils can identify the different features of the program and the possibilities they offer in composition.
227. Nearly all pupils are eager to appraise each other's work, listening attentively and making sensible contributions to discussion.
228. In lower key stage 2, pupils sing clearly in Welsh and English and all play their part accurately on xylophones to accompany their songs. They can stress the first beat in clapping whilst maintaining a tune. Most pupils respond to a sung register by echoing the pitch, rhythm and dynamics used by their teacher.
229. All pupils follow their parts carefully in a performance of a class composition. They use a range of singing, tuned and untuned percussion whilst reading a graphic score. They make informed comments on how to increase mood and effect, having listened carefully to a recording of their initial performance. A few pupils can name some unfamiliar African instruments that have been recently introduced.
230. Older pupils in key stage 2 have a good understanding of musical vocabulary and use it consistently in oral and written work. They make thoughtful and constructive contributions when composing, performing and appraising protest songs. Pupils can accompany and hold a two-part harmony. They are eager to improve, responding positively to each other's suggestions.
231. Key stage 2 pupils learn to play the recorder well and perform to a good standard in school collective worship. They take pride in their achievements. Pupils also have the opportunity to learn to play the violin and guitar. This contributes significantly to pupils' understanding of the subject. Pupils aspire to join the choir which has a high standard of performance.

Shortcomings

232. In key stage 2, a minority of pupils lack confidence in demonstrating their creativity when composing, showing an over-reliance on teacher direction.

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

233. In both key stages, pupils understand the importance of warming up and cooling down before and after an activity, and know the short-term effect exercise has on the body. Pupils are beginning to understand the importance of regular exercise in maintaining health and well-being.
234. In key stage 1, pupils explore and express a range of moods and feelings effectively through a variety of movements in dance. They demonstrate a range of speed, level and direction. They can offer sensible comments on their performance and the performance of others.
235. In key stage 1, pupils listen carefully to the teacher's instructions and respond correctly. They are mindful of their own and others' safety.
236. In key stage 2, pupils respond imaginatively through dance to different stimuli, such as a range of music and a television advertisement. They create and perform effective sequences, demonstrating good rhythmic and expressive qualities. They plan and collaborate well in pairs and in groups, and use correct vocabulary to discuss their dance.
237. When using bats and balls in net games, key stage 2 pupils demonstrate good control in their sending, receiving, and striking skills. They are beginning to learn the application of tactics in competitive activities.
238. In key stage 2, pupils are confident when demonstrating in front of the class and respond well when evaluating their own performance and those of others.
239. In upper key stage 2, pupils achieve well in their swimming skills and many adopt good techniques. All pupils are developing their confidence in the water.
240. Pupils develop their skills further by participating successfully in team competitions, such as football, netball and rugby. They also benefit from good opportunities for adventurous activities at residential centres such as Llangrannog and Pendine.

Shortcomings

241. In key stage 1, a minority of pupils' ability to offer more creative responses in dance is underdeveloped.

School's response to the inspection

We should like to thank the Inspection Team for their report and the professional, courteous and thorough manner in which they conducted the inspection. We are pleased with the overall findings which acknowledge that the school has many good and some outstanding features.

The report identifies the following as outstanding features: pupils are well cared for, guided and supported; staff are sensitive to the needs of all learners and work hard to develop a positive, inclusive ethos where pupils feel valued and secure; pupils' personal, social, moral and wider development is good with outstanding features; pupils' behaviour is frequently good with outstanding features; the school's approach to raising pupils' awareness and understanding of sustainable development and global citizenship.

There have been significant improvements on the findings of the previous inspection with regard to the quality of teaching and pupils' standards of achievement, the latter being higher than the national findings for grades 1 and 2. It is pleasing to note that the school offers pupils a broad and balanced curriculum in a very caring and supportive environment. The governing body is very supportive of the school and contributes well to its life and work. The school also provides good value for money.

The school's partnerships with parents, other providers, the local community and interested parties are good. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning. The school is successful in laying the foundations for lifelong learning and community regeneration.

We are pleased that the inspection team found the school's self-evaluation report, to be comprehensive and well balanced, identifying the strengths and areas where improvements are needed. Indeed, of the six recommendations made by the inspectors five are in the current school development plan.

An Action Plan will be prepared and implemented in due course to address the recommendations of this report. A copy of the Action Plan will be sent to all parents and its progress will be monitored regularly by the Governing Body. Parents will be informed of progress via the annual governors' report to parents.

Appendix 1

Basic information about the school

Name of school	Lakefield Community Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 - 11
Address of school	Lakefield Road Llanelli Carmarthenshire
Postcode	SA15 2TS
Telephone number	01554 773843

Headteacher	Mr G Brodrick
Date of appointment	01/09/08
Chair of governors/ Appropriate authority	Cllr. D Thomas
Registered inspector	Miss D Morris
Dates of inspection	18/05/09 – 21/05/09

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	30	20	26	47	48	52	64	287

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	15	1	15.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.9:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	23.9
Teacher (fte): class ratio	1.27:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008		87.84%	91.39%
Autumn 2008		88.5%	91.83%
Spring 2009		90.96%	91.56%

Percentage of pupils entitled to free school meals	35%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		25		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	4	20	44	32
		National	0.2	3.5	13.8	63.0	19.4
Mathematics	Teacher assessment	School	0	4	0	68	28
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	4	20	48	28
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	68%	In Wales	80.7%

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

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6:		56				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	2	18	58	22
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	2	0	5	25	47	20
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	2	4	20	62	13
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	60%	In Wales	75.5%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Six inspectors, including the school's nominee and a peer assessor, spent the equivalent of 12 inspection days at the school and met as a team prior to the inspection.

These inspectors visited:

- 42 lessons and part lessons, 40 in the subjects inspected and two in other subjects; and
- registration sessions, assemblies and acts of collective worship.

Members of the inspection team held meetings with:

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

The team also considered:

- the school's self-evaluation report;
- 32 responses to the parents' questionnaire; 97.5% were highly positive;
- documents provided by the school both before and during the inspection;
- a wide range of pupils' previous and current work; and
- samples of pupils' reports.

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, 5a and 6 Early Years, history
Mrs Eva John Team Inspector	Key Questions 2b, 4 and 5b English, music
Mrs Alona Jones Team Inspector	Key Questions 3 and 7 Science, physical education
Mrs Janet Warr Lay Inspector	Contributions to Key Questions 1, 2, 3, 4 and 7
Margaret Lugg Peer assessor	Conducted lesson observations, scrutinized pupils' work and contributed to team meetings
Headteacher/Nominee	Attended meetings and provided 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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