

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

***Llanarthne Primary School
Llanarthne
Caerfyrddin***

School Number: 669-2172

Date of Inspection: 15-17 October 2003

By

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Registered Inspector

Date: 17 December 2003

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the National Curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Llanarthne Primary School is a community primary school controlled by Carmarthen Unitary Authority (UA). It serves the village of Llanarthne and the neighbouring areas. It is located in the Tywi Valley between Llandeilo and Carmarthen. At present, there are 30 pupils between four and 11 years of age on the school roll. At the time of the last inspection in the spring term 1998, there were 49 pupils in the school. The school is organised into two classes, one for pupils between the age of four and seven and the other for pupils between the age of seven and 11.

Welsh is the main medium of the life and work of the school. Children in the reception class and Key Stage (KS) 1 pupils are taught through the medium of Welsh, and in KS2, English and Welsh are used as a medium of teaching. Approximately 20 per cent of pupils come from homes where Welsh is the first language. The school's linguistic objective is to teach the pupils to be able to communicate naturally in Welsh and English by the time they transfer to secondary school at 11 years of age.

The school's residential area is described as being neither prosperous nor economically disadvantaged. None of the pupils qualify for free school meals. The school states that the pupils represent the full ability range. At present, there are 10 pupils on the special educational needs (SEN) register including one with a statement of SEN.

The school's main aim is to give all pupils the opportunity to develop to their full potential academically, socially, emotionally and spiritually.

Since January 2003, in the absence of the school's headteacher who was appointed in September 1997, the school has been managed by a temporary headteacher.

2. MAIN FINDINGS

The main findings of the report

Standards achieved by pupils

Children under five

- The general quality of the educational provision for those under five years of age is good and appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
Mathematical development	Good
Personal and social development	Good
Knowledge and understanding of the world	Good
Physical development	Satisfactory
Creative development	Good

KS1 and KS2 pupils

- In KS1 and KS2, pupils' standards of achievement in different National Curriculum (NC) subjects and religious education are as follows:

Subject	KS1	KS2
Welsh	Good	Unsatisfactory
English	Not applicable	Satisfactory
Mathematics	Good	Satisfactory
Science	Good	Satisfactory
Design and technology	Good	Satisfactory
Information technology	Good	Unsatisfactory
History	Satisfactory	Satisfactory
Geography	Good	Satisfactory
Art	Good	Satisfactory
Music	Good	Good
Physical education	Good	Unsatisfactory
Religious education	Good	Satisfactory

Standards achieved in key skills across the curriculum

- Children under five achieve good standards in language, numeracy and information and communications technology (ICT) in their work across the curriculum. In KS1, pupils attain good standards in literacy/communication, numeracy and ICT. In KS2, there are some good features in listening, speaking, reading and writing in English but the development of these skills in Welsh is unsatisfactory overall. Standards in numeracy are good but unsatisfactory in ICT. The school does not have a whole-school policy for the development of key skills.

The quality of education provided

- The quality of the teaching for the under-fives is consistently good with some very good features. In lessons observed across the school during the inspection, teaching was good in 50 per cent, satisfactory in 35 per cent and unsatisfactory in 15 per cent. In lessons where teaching is good, teachers plan thoroughly and set clear learning objectives for the pupils. A good range of teaching techniques is used. Work is well-differentiated and the relationship between pupils and teachers is warm and friendly. One in every five of the lessons observed in KS2 was unsatisfactory. The main shortcomings are: weak planning; insufficient attention given to subject skills, key skills and differentiation; low expectations; presentations which are too long and weaknesses at times in class management.
- The quality of assessment, recording and reporting is satisfactory overall. The procedures for assessing and recording the progress of the children under five are effective. The assessment arrangements are well implemented in KS1, but in KS2, the assessment process insufficiently influences the quality of teaching and learning. An analysis of the information obtained through assessments such as the Standard Assessment Tests' (SATs) results is not made in KS2 to promote higher standards. The marking is also superficial and the short-term targets set for pupils are limited. The content of the reports for parents is good. A significant percentage of parents would like to build on the opportunities they have to consider the reports and to see and discuss the work of their children.

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- Overall, the school provides a curriculum which is of satisfactory quality. There is a good programme for the under-fives to ensure progress and continuity in the six areas of learning, and the curriculum in KS1 is broad and balanced. In KS2, the curricular provision is unsatisfactory in Welsh, ICT and physical education, good in music and satisfactory in the remainder. There is no whole-school plan for the development of key skills. Pupils' personal and social development is well promoted and a satisfactory range of extra-curricular activities is offered.
 - The quality of personal and educational guidance provided for pupils is satisfactory. The teachers are aware of the pupils' personal needs. Pupils feel at home in a caring and happy environment. The school has appropriate procedures to promote pupils' welfare and health and safety. The procedures for supporting KS2 pupils' educational development are not effective enough.
 - The provision for pupils with SEN is good and conforms with the Code of Practice. A detailed record is kept on the progress and achievement of all pupils on the SEN register. The Individual Education Plans (IEPs) are of good quality. Overall, pupils with SEN make progress which matches their age and ability.
 - The partnership with parents, the community and other institutions is good. Parents contribute well to a number of aspects of school life. The school has good links with the local community. The links with industry are satisfactory overall.

Pupils' spiritual, moral, social and cultural development

- Pupils' moral, social and cultural development is good and their spiritual development is satisfactory. Assemblies have a devout ambience and pupils' contribution through singing, praying together and playing instruments is good. Pupils have limited opportunities to reflect on the message that is conveyed to them. Good moral guidance is provided by teachers and the relationship between teachers and pupils and between pupils and each other is good. Pupils develop a good awareness of their Welsh roots and they have an appropriate understanding of other beliefs and cultures.
- Pupils' standards of behaviour are good and the majority have positive attitudes towards their work.
- Attendance is good and the school fully complies with statutory requirements for recording and reporting on attendance.

School management and efficiency

- Although there are procedures in place for self-evaluation and planning for improvement, they are not implemented at present. There is no specific programme for evaluating standards in subjects and the quality of educational provision. There is no evidence that an analysis is made of SATs' results and assessments in KS2 in order to plan for improving standards. The governors are insufficiently involved in regular evaluation processes.
- In a period of uncertainty during the absence of the headteacher, decisions have not been taken that will ensure clear direction to the future work of the school. There is no school development plan (SDP) for the current year and the role of those with managerial responsibilities has not been defined in sufficient detail.
- The management of the budget from year to year is satisfactory but insufficient attention is given to the significant balance which is brought forward annually considering that the

school has specific needs with regards to raising standards in KS2, staffing, training, resources and equipment.

- The annual report and the prospectus do not include all the information recommended by the National Assembly.
- The school runs smoothly and efficiently from day to day.

Efficiency in dealing with issues identified in the previous inspection

- Following the inspection in 1998, a clear action plan was formulated to deal with the six key issues. Two of them have been effectively implemented but there are shortcomings within the others which have been insufficiently addressed and are included in the key issues of this report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

- Children under five make good progress and achieve good standards in their personal and social, language and literacy, mathematical and creative development and in their knowledge and understanding of the world. Their physical development is satisfactory.
- In KS1 and KS2, standards achieved by pupils were good in 42 per cent of the lessons observed, satisfactory in 43 per cent and unsatisfactory in 15 per cent.
- In KS1, standards are good in Welsh, mathematics, science, design and technology, information technology, geography, art, music, physical education and religious education. Standards in history are satisfactory.
- In KS2, standards are good in music, satisfactory in English, mathematics, science, design and technology, geography, history, art and religious education, and unsatisfactory in Welsh, information technology and physical education.
- School results in KS1 by teacher assessment are not reported on as the number of pupils in Year (Y) 2 in 2003 was small. In KS2, the percentage of the pupils who achieved at least level 4, the expected level, through tests in 2003 was 29 per cent compared with 68 per cent nationally. Results in all core subjects were lower than the national results.

3.2 Standards Achieved in Key Skills across the Curriculum

Children under five make good progress when using their key skills across the curriculum and achieve good standards in language, literacy and ICT. In KS1, pupils achieve good standards in literacy/communication, numeracy and ICT. In KS2, there are some good aspects in listening, speaking, reading and writing in English but the development of these skills in Welsh is unsatisfactory overall. Standards in numeracy are good but unsatisfactory in ICT. The school does not have a whole-school policy for the development of key skills.

- Children under five years of age have good opportunities to apply their language, literacy and communication skills and achieve standards which are generally good across the six areas of learning. They make good use of their numeracy and ICT skills.
- Listening standards are good in KS1 and generally satisfactory in KS2. Pupils listen well to teachers' presentations at the start of lessons and KS1 pupils have the opportunity to experience different listening activities such as the listening centre, video tapes and

different voices. Insufficient variety is provided in KS2 pupils' listening activities in Welsh and English.

- Key Stage 1 pupils make increasing use of Welsh when dealing with work across the curriculum and their subject vocabulary is developing well. Key Stage 2 pupils contribute orally with confidence in English but their ability to respond to the comments of others and express their opinion through the medium of Welsh is limited.
- Reading standards are good in KS1 and unsatisfactory overall in KS2. Key Stage 1 pupils have a good knowledge of the characteristics of books and they enjoy discussing and reading books as individuals and as members of the whole class. The ability of the majority of KS2 pupils to discuss books and gather information from different sources is developing satisfactorily in English but these skills are undeveloped in Welsh.
- Key Stage 1 pupils perform a good range of writing tasks successfully and attain good standards. Overall, they organise their work well and present it neatly. Key Stage 2 pupils write in a range of forms and for different purposes in English and achieve satisfactory standards but their achievement in using Welsh across the curriculum is unsatisfactory.
- Key Stage 1 and KS2 pupils use their developing numeracy skills effectively in a variety of contexts. They can apply their knowledge well in subjects such as science, design and technology and geography to measure and calculate.
- Key Stage 1 pupils make good use of ICT in a variety of contexts and attain good standards. The use made of ICT by KS2 pupils in relation to their work across the curriculum is very limited and as a result, standards are unsatisfactory.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' moral, social and cultural development is good and their spiritual development is satisfactory.

- The school meets statutory requirements for collective worship. Pupils contribute by singing tunefully, praying together and by instrumental contributions. Christian messages are conveyed by teachers and by a visitor who comes to the school once week which promotes the pupils' moral and spiritual development. Overall, however, there are insufficient opportunities for pupils to reflect upon the messages presented and consider their relevance to their own lives.
- The school promotes good moral standards. Pupils have a good awareness of the difference between right and wrong. They are polite and show respect to each other and to their environment. Philanthropic charities benefit from their generosity and that of their parents.
- Pupils' social development is good. They have a good relationship with adults and work well with their peers. The older pupils look after the younger ones. Their social skills are further developed through extra-curricular activities and opportunities for the older pupils to visit residential centres. The regular links with the local community also develops their personal and social skills.
- Pupils' cultural development is good. Pupils develop a good awareness of the culture and heritage of their locality and Wales. Pupils also have the opportunity to learn about other

cultures and beliefs in religious education lessons and they are becoming aware of the importance of racial equality.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes within and outside the classrooms are good. The school attains the aim of ensuring that pupils are polite and show respect towards the feelings of others and respect to property.

- The school has formulated an appropriate policy on behaviour and discipline which ensures that there is a happy and purposeful order and atmosphere for the education of the children and pupils. The policy is well implemented. The school rules are well-known to everyone.
- Pupils are friendly, considerate towards others and are proud of their school.
- The pupils are rewarded for good work or effort and this is celebrated in the school assemblies every Friday. There are clear guidelines for any incidence of misbehaviour and dealing with bullying and good use is made of moral stories in assemblies and in class to present the message of friendliness and tolerance.
- The attitudes of the children and pupils towards learning are good in the early years and KS1, and satisfactory in KS2 where a majority does not show sufficient interest in their work.

4.3 Attendance

Attendance rates are good across the school, with the attendance average constantly around 94 per cent in both classes. Attendance rates during this term and during the week of the inspection are very good.

- There are clear references to the importance of regular attendance in the documentation and parents co-operate to maintain good attendance.
- There are appropriate procedures in place to maintain good attendance levels. Registers are kept neatly and conform with the statutory requirements.
- Parents are encouraged to ensure that their children arrive at school promptly and the vast majority do this at the start of the day. Overall, appropriate attention is given to punctuality in the day's activities.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching for the under-fives is always good with some very good features. In the lessons observed across the school during the inspection, teaching was good in 50 per cent of them, satisfactory in 35 per cent and unsatisfactory in 15 per cent. The quality of teaching was unsatisfactory in one in every five lessons in KS2.

Where the teaching is good:

- Lessons are planned in detail and clear aims and objectives are set for the pupils. Continuity and progression are arranged in the activities so that pupils can make regular progress in their knowledge and understanding.

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- Tasks are provided which match well with pupils' age and ability. Effective use is made of time at the end of lessons to summarise and evaluate what has been taught.
 - Use is made of a good range of teaching techniques such as probing questioning to explore pupils' knowledge and understanding of what has been taught previously and effective use of time and teaching resources.
 - The good variety of activities provided creates enthusiasm and interest in the work among pupils.
 - The good relationship between pupils and teachers leads to effective co-operation and a happy and effective learning environment.

The following shortcomings were evident in the quality of teaching in KS2:

- The planning is weak and only limited attention is given to ensure that subject skills are addressed and the key skills are developed.
- Lesson objectives are not clear to the pupils.
- The presentations at the beginning of the lesson are too long which leads to pupils losing interest in the tasks that are presented and class management suffers as a result.
- The differentiation of tasks is insufficiently addressed and as a result, higher ability pupils are not extended and those of lower ability are not given enough attention.
- Expectations are not high enough which means that some pupils underachieve.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good in KS1; the arrangements and procedures for assessment and recording are unsatisfactory in KS2; the quality of reports is good.

- The assessment policy and the assessment procedures are of good quality. All children are assessed annually in reading and spelling and the information is used to identify pupils who require additional support in these skills.
- There are effective arrangements for assessing the attainment and progress of pupils with SEN.
- Children under five are assessed effectively within a specified period after they have started in school.
- In KS1, opportunities are identified to assess pupils in the long-term and short-term planning and the teacher has good a knowledge of the pupils' capabilities.
- There are assessment files for all pupils and in them are regular comments on the development of individuals as well as examples of their work and targets for improvement.
- Although regular informal comments are made on KS2 pupils' work, the assessment process insufficiently influences the quality of teaching and learning. Assessments are not used effectively when planning work for a wide range of ages and abilities within the class.
- The expectation of pupils' achievements is unclear and learning outcomes between the year groups are inconsistent.

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- Currently, there is inconsistency in the quality of marking across the school. Not all teachers include comments which give further guidance to pupils on how to improve their work. There is inconsistency also in the process of short-term target-setting for pupils.
 - The school does not analyse the information gained from assessments, including SATs' results in KS2, to help improve pupils' performance and to determine targets for the future.
 - Parents visit the school to discuss their child's progress once a year. The reports give a clear picture of pupils' achievement and targets for improvement are identified in them. A significant percentage of parents expressed their wish to build on the opportunities they have to consider the reports and to see and discuss their children's work.

5.3 Curriculum

There is an appropriate curriculum for the under-fives; the quality, breadth and balance of the curriculum is good in KS1 but there are unsatisfactory elements in KS2.

- The under-fives' curriculum is based on the Desirable Outcomes for Children's Learning and each one of the six areas of learning is reflected sufficiently in the planning.
- In KS1 and KS2, the curriculum includes NC subjects and religious education and they are taught for appropriate periods of time.
- The planning for the development of key skills across the curriculum is inconsistent. It is good in KS1 but unsatisfactory in KS2.
- Policies and schemes of work are in place for all subjects. They are documents of satisfactory or better quality and are suitable for supporting the teaching and learning.
- The policies and schemes of work are implemented effectively in KS1. In KS2, the curricular provision for Welsh, information technology and physical education is unsatisfactory. Provision in other subjects is satisfactory with the exception of music where it is good.
- The planning and provision of the *Cwricwlwm Cymreig* are satisfactory.
- The school has a homework policy. It is regularly implemented in KS1 but the arrangements are not clear enough across KS2 according to the evidence gathered from parents and in pupils' work.
- The pupils' personal and social development is well promoted through the curriculum provision which includes 'circle time' in KS1. This, the school's equal opportunities policy and the general ethos support the right of each pupil to be involved in each aspect of the life and work of the school.
- A satisfactory range of extra-curricular activities is offered such as football and netball clubs, educational visits including residential visits to Pentywyn and Llangrannog, 'eisteddfodau' and Urdd activities. Pupils visit local places of worship and museums to support their learning.

5.4 Support, Guidance and Pupils' Welfare

The quality of care and personal support for pupils is good and the educational guidance is satisfactory.

- Teaching staff and support staff show a good awareness of the personal needs of pupils. The supervisory arrangements are good and pupils feel safe in the school environment.

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- Parents testify that their children are happy in the school and the relationship between staff and pupils and pupils and each other is meaningful and friendly.
 - Good educational support and guidance are provided for all reception children and KS1 pupils but they are deficient in a number of curricular areas in KS2.
 - The school has appropriate procedures for child protection.
 - Appropriate policies and procedures are in place to promote pupils' welfare, health, care and safety.

5.5 Provision for Pupils with SEN

The provision for pupils with SEN is good. The school has a comprehensive policy which conforms with the Code of Practice. There are 10 pupils identified as having SEN including one pupil with a statement of SEN.

- A part-time SEN teacher and part-time class assistant are employed in the school. There are effective systems in place to identify pupils' needs at an early stage.
- The register of SEN pupils is reviewed regularly. A detailed record is kept on the progress and performance of all pupils on the SEN register.
- Individual Education Plans have been formulated for all pupils on the register and these are also reviewed on a regular basis. They are clear and concise and the teaching aims match the specific needs of each individual.
- There is a close link between the school and parents of pupils with SEN. Meetings are arranged regularly with parents to discuss the needs and progress of their children.
- Overall, the pupils receive appropriate support in the mainstream classes although the setting of differentiated tasks is insufficiently addressed in KS2. Overall, pupils make satisfactory progress.
- No pupils have been disapplied from the NC.
- A designated member of the governing body who has responsibility for SEN visits the school and shows considerable interest and understanding of the relevant issues.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The partnership with parents and the community, schools and other institutions is good.

- Good information is provided for parents of children who are starting school. Parents are informed about activities and events through regular circulars. The governors' annual reports to parents record in detail the previous year's activities. However, the annual report and the prospectus do not include all information recommended by the National Assembly.
- The school has adopted a home-school agreement.
- The parents are supportive of all the schools' activities and their response from the questionnaires was unanimous in that the school encourages them to take an active part in the life of the school. A number of parents help out in the school with different activities such as the Urdd and sports. The parents and teachers association is very hardworking and their activities are well supported in the local community. Worthy sums of money are raised to buy resources for the school and for educational visits.

- The school has good links with the community and pupils make good use of their locality as a learning resource. The nearby chapels and church are used for services and concerts.
- The social links with nearby primary schools are good and the transfer arrangements with local secondary schools are good. Curricular links are continuing to develop.
- The school has formed good links with individuals near and far, local institutions and public services and their contributions to school activities are valuable to the education of the pupils. A group of Irish dancers visited the school as well as four visitors from the United States and two members of the Philharmonic Orchestra playing the cello and the violin.
- There is a link with Trinity College for initial teacher training.

5.7 Partnership with Industry

The links with industry are generally satisfactory.

- A policy exists for the development of a positive partnership between education and the world of work but as yet links with industry and the business world are limited.
- Pupils have the experience of visiting local businesses and the visits are linked to class topics. There are close links with local farmers, the National Botanical Garden of Wales, the Forestry Commission and the village shop.
- Members of different agencies and public institutions such as a representative from the Welsh Woollen Museum are invited to the school to talk to pupils about their work.
- Teachers have not had experience of spending a period in the workplace.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The school's arrangements for self-evaluation and planning for improvement are unsatisfactory.

- The governors formulated an appropriate action plan in response to the key issues identified in the last inspection. According to the documentary evidence, the issues identified were to be addressed in the SDP up to 2002 but there is no evidence of implementation since then.
- The school has a policy and whole-school procedures for monitoring pupils' standards of achievement across the key stages and to evaluate the quality of education provided. These arrangements are not implemented at present. The governors are insufficiently involved in regular evaluation processes.
- The arrangements for monitoring the provision for pupils with SEN are good.
- There is no evidence that the school has made an analysis of 11 year old pupils' SATs' results in 2003 in order to identify the weaknesses and set targets for improvement.
- There is no current SDP which includes a specified timetable as well as details of the procedures, costs and success criteria of a whole-school monitoring programme.
- Inefficient co-ordination of decisions and actions and inadequate monitoring of their implementation limit the strategies for improvement.

6.2 Leadership and Efficiency

Overall, the general quality of the leadership and efficiency of the school is unsatisfactory.

- Appropriate aims and objectives have been determined and positive values are nurtured regularly in the school as well as a commitment for equal opportunities for everyone.
- In the absence of the headteacher, the school is led and managed by a temporary headteacher. In a period of uncertainty, decisions have not been taken which will ensure a clear direction to the work of the school for the future.
- There is no current SDP and the responsibilities of the governors, temporary headteacher and co-ordinators have not been defined in sufficient detail in relation to future school development. A governors' sub-committee met recently to specify priorities over the short-term but plans have not yet been confirmed by the full governing body.
- Following changes in school staffing, responsibilities for co-ordinating curricular areas have been reviewed. As yet, however, evidence of evaluating pupils' standards of achievement and the quality of educational provision across the key stages is limited.
- The governors' finance sub-committee meets regularly to discuss financial issues and to receive financial reports from the UA. The management of the budget from year to year is satisfactory. However, the significant balance which is brought forward annually is insufficiently addressed when considering the present needs of the school in relation to raising standards in KS2, staffing, training, equipment and resources.
- There is an appropriate range of managerial and administrative policies in place which ensures that the school runs smoothly and effectively from day to day.

6.3 Staffing, Accommodation and Learning Resources

Overall, the provision for staff, accommodation and learning resources is satisfactory.

- Teachers have appropriate qualifications for the classes they teach and are deployed satisfactorily according to their strengths. However, the staffing complement is insufficient at present to meet the wide-ranging needs that the school has from the reception class to Y6.
- There are 2.1 full-time teachers including the temporary headteacher who has a significant teaching commitment.
- The contribution of staff who support the pupils with SEN and other pupils is valuable and effective.
- There is evidence that permanent staff have undertaken a good range of in-service training courses in the past in response to management performance assessments and targets.
- There are formal appraisal and subject monitoring procedures in place but they are not implemented at present. Following the reorganisation of the school in September 2003, the role of teachers and their responsibilities as subject leaders have yet to be established.
- The school caretaker, cook and lunch-time supervisor provide good help and support.
- The building is in a satisfactory condition and the accommodation is sufficient for the number of pupils on roll. The surface of the yard is in satisfactory condition and play is encouraged by the provision of marks for major and minor games.

- There are attractive exhibitions of pupils' work, especially in KS1, which make a significant contribution to enriching the teaching environment. Pupils treat their environment with care.
- The school hall is used for lessons in which the interactive white board is used, physical education, collective worship, serving school dinners, as a library and storeroom.
- The entrances of the school are secured against unauthorized admission.
- There are sufficient resources of a satisfactory standard to provide for the NC requirements in the majority of subjects. However, the provision of resources is limited for history, geography and religious education.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The provision for the children under five is appropriate and promotes the Desirable Outcomes in the six areas of learning.

Standards of achievement in the reception class are good in language development, personal and social development, mathematics, knowledge and understanding of the world and creative development. They are satisfactory in physical development.

Language, literacy and communication skills

Good features

- By the age of five, the children make good progress, according to their ability and linguistic background, when acquiring language, literacy and communication skills in Welsh.
- They ask and respond to questions with increasing confidence.
- They extend and strengthen their vocabulary by learning songs and concentrating on vocabulary which is related to the topic they are studying.
- They enjoy listening to stories and the use of Big Books and story chests makes a positive contribution to their development. They begin to look at books and hold them correctly and understand the difference between print and picture. They begin to listen independently by using earphones.
- They form their letters and numbers carefully and can write their names clearly.

Personal and social development

Good features

- The children take their turn to share equipment and work and play happily with each other. They are comfortable with adults.
- They are responsible for their own hygiene and learn to tidy up after activities.
- They work well with KS1 pupils and can concentrate on a task for an extended period.
- They know the difference between 'right' and 'wrong' and 'happy' and 'sad' when following the story of 'Awen'. They respond positively to the teacher's instructions.

Mathematical development

Good features

- Children can arrange and recognise numbers up to 10 regularly.
- They are able to recognise elementary 2-D shapes and match number and shape.
- They understand that there are different types of coins and that they need money to pay for goods in the *post office*.
- They are beginning to understand mathematical concepts such as 'less', 'more', 'short' and 'long'.
- They can describe their toys according to their size; 'big', 'small' and 'very small'.

Knowledge and understanding of the world

Good features

- The children talk freely about their families and homes. They understand the concept of time and the importance of healthy eating.
- They recognise different types of workers and the features of the buildings in Llanarthne. They realise that books, television and the computer can be used as sources of information.
- The children can describe the weather and choose the most suitable clothes for the condition of the weather.

Physical development

Good features

- The children use the space in the hall satisfactorily and follow instructions correctly. They move confidently and imaginatively.
- They ride bikes with good control showing an awareness of others.
- They develop their skills in handling small equipment well through creative activities, using glue, crayons and scissors with good skill.

Shortcomings

- The opportunities they have to play energetically on large equipment outside the class are limited.

Creative development

Good features

- The children know the main colours and paint portraits of themselves with increasing control.
- They observe carefully when they experiment with clay and this results in images of good quality.
- They sing a variety of hymns and songs tunefully. The children are developing their knowledge of rhythm and know the names of some musical instruments.

Welsh

Standards of achievement are good in KS1 and unsatisfactory in KS2.

Good features

- Key Stage 1 pupils listen well to presentations by the teacher and respond enthusiastically in class discussions. Their vocabulary is developing well and they can talk confidently about class displays.
- Key Stage 1 pupils have a good knowledge of the alphabet and during Y1 they successfully master basic reading skills. They refer to characteristics of a book such as cover, title and author. In Y2, pupils begin to read with accuracy and meaning.
- In KS1, pupils get the opportunity to write for different purposes. They respond well to a storybook by building sentences successfully with the more able pupils using a variety of vocabulary and sentence patterns. They spell the majority of familiar words correctly and use basic punctuation appropriately and regularly.
- Year 3 and Y4 pupils have a satisfactory range of vocabulary and syntax to describe objects and characters. A minority of Y5 and Y6 pupils endeavour to use the language more extensively orally when they prepare dialogues.
- A minority of pupils can read with accuracy and meaning according to their ability. They can respond by talking briefly about characters and events in the text they are studying.
- The more able pupils write fairly accurately by using appropriate vocabulary and a satisfactory variety of sentence patterns.

Shortcomings

In KS2:

- Pupils' ability to respond to different texts creatively and imaginatively is underdeveloped. Their development is hindered by the overuse of worksheets and closed exercises.
- There is a lack of fluency and expression in the reading of the majority of pupils and their understanding of what they read is limited. They do not read to obtain information from different sources and few read for pleasure.
- In general, pupils' grasp of sentence structures, spelling and punctuation is uncertain. The majority do not write in a variety of forms nor do they have sufficient regard for order and continuity.
- Pupils do not have sufficient strategies, such as the use of dictionaries and other learning aids to enhance their reading and writing skills.

English

Pupils are formally introduced to English in KS2. Standards of achievement are satisfactory overall.

Good features

- Pupils listen satisfactorily to their teachers and to each other in discussions.
- They talk confidently and are keen to explain their work to visitors.

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- Pupils' reading skills are satisfactory and the majority read books which match their age and ability. Older children show an interest in a variety of books and the more able can read fluently and with expression.
 - In one to one discussion, many give good reasons for their favourite author, predict the ending of a book and appraise what has been read.
 - The pupils write for a limited range of purposes and their progress is satisfactory. The more able pupils write imaginatively and use adjectives and comparisons appropriately. By Y6, the majority have a satisfactory knowledge at least of parts of speech and the different forms of writing.

Shortcomings

- A significant minority of pupils do not review and refine their work and, as a result, spelling mistakes and inaccurate syntax reappear.
- They do not write sufficiently at length in accordance with their age and ability.
- A significant number have not developed sound library skills. They do not know the difference between fact and fiction, autobiography and biography and the roles of the author and illustrator. They are unsure of how to find information quickly from books in the school library.
- The quality of pupils' handwriting is very variable. A significant number have difficulty building on skills learnt in KS1 when recording work across the curriculum.

Mathematics

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils are developing well in their understanding and use of number.
- They recognise 2-D and 3-D shapes well and the more able use mathematical language confidently to describe their various features.
- Their knowledge of money is developing appropriately and Y2 pupils have the skills to solve practical tasks when handling money.
- Pupils discuss data skilfully, by holding a survey of eye colours and recording the results in a number of graphical ways.
- Key Stage 2 pupils build on the foundations laid in KS1. Pupils make satisfactory progress in investigative mathematics and mental arithmetic.
- They use a variety of strategies dealing with addition and subtraction. They apply knowledge of number bonds and they use effective methods to check answers.
- A significant percentage of pupils can use the four rules with confidence and apply them accurately when problem solving.
- Pupils make satisfactory progress in their knowledge and understanding of decimals and fractions.

Shortcomings

In KS2:

- Pupils' problem solving and investigative mathematics skills are limited.

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- Pupils are over-dependent on commercial schemes to develop mathematical concepts.
 - Pupils' ability to use ICT to sufficiently handle and examine data is limited.

Science

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- Key Stage 1 pupils can name the main external parts of the body and can refer to the importance of things such as food, sleep, hygiene and exercise to help human beings remain fit and healthy.
- They can sort living things into groups on the basis of simple properties. They can differentiate between living and non-living things.
- They are aware that they have senses and that they use them to be aware of the world around them. They plan simple investigations to nurture their understanding of the five senses further.
- They describe their work clearly when speaking and writing by using appropriate vocabulary.
- Key Stage 2 pupils' understanding of living things such as plants and animals in their environment is developing satisfactorily.
- They have a satisfactory knowledge of the content of the NC programme of study in KS2.
- They know the functions of the organs of the human body such as the eye, the ear, the heart and the teeth. The more able pupils use good scientific vocabulary in their descriptions.

Shortcomings

- The development of KS2 pupils' investigative skills is unsatisfactory.
- Their understanding of the factors relating to the process of conducting a fair test is uncertain.
- Overall, their skills in handling and presenting scientific information including the use of ICT is underdeveloped.

Design and technology

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- In KS1, making skills are developed from an early age through practical experiences. Pupils can follow specific steps to create objects out from a range of materials.
- Pupils have presented simple ideas when preparing for a party including healthy foods. They show skill when cutting, sharing and using different tools, foods and materials.
- When applying themselves to make simple products such as a table mat relating to the term's topic, the pupils develop their knowledge and understanding of the design process by choosing appropriate materials for the task, creating a suitable plan and pattern to decorate it and then designing and making the product.

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- In KS2, pupils have a satisfactory understanding of the design process and make appropriate use of design sheets to outline initial ideas and list necessary materials and resources.
 - They are aware of the different marketing techniques. They understand the needs of the market are and how the needs are met.
 - They can analyse simply some advertising techniques.

Shortcomings

- In KS2, pupils do not use sources of information regularly to develop their ideas.
- They insufficiently address the process of evaluating their work as it develops and the way it can be improved.

Information technology

Standards of achievement are good in KS1 and unsatisfactory in KS2.

Good features

- Key Stage 1 pupils use the computer regularly and confidently to support their work across the curriculum.
- They control the mouse skilfully and develop their early keyboard skills well. They make use of a listening centre and are beginning to make use of the interactive whiteboard to strengthen their language and number skills.
- Their word processing skills as well as their control and modelling skills are developing well. They can produce simple graphs.
- Key Stage 2 pupils can follow instructions to load, change the colour and size of the font and print and save their work.
- They use a digital camera and word processing techniques to produce a 'documentary film' of satisfactory quality.

Shortcomings

In KS2:

- Pupils' ICT skills to explore, solve problems and to reinforce their work across the curriculum are undeveloped.
- Pupils do not have a wide enough range of ICT skills especially in the field of modelling and control according to NC requirements.
- Their ability to make use of the Internet and the e-mail is limited.

History

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils' understanding of the passage of time is satisfactorily developed as they learn about the changes in the seasons and discuss familiar events in the immediate past.
- Pupils learn and use common words and phrases dealing with the passage of time and understand when listening to stories about the past that they are describing life in a period which is different to theirs.

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- Year 2 pupils appreciate that information about the past comes from a range of historical sources such as books, pictures and artefacts.
 - In KS2, pupils have a developing knowledge of the Celts. They can describe their clothes and pottery, their favourite foods and the furniture they used in their homes.
 - Older pupils can recall and discuss facts and vocabulary relating to historic periods such as the early history of Wales, the Tudor and Stuart periods and life in Wales in the Victorian age.
 - Some pupils have a satisfactory awareness of chronology and they can discuss time lines which are relevant to the periods and texts they have studied.
 - Visits to places of interest, for example Castell Henllys, enriches pupils' living experiences of history.

Shortcomings

- In KS1, pupils' historical enquiry skills and their recording skills are insufficiently developed.
- In KS2, pupils' understanding of the causes and consequences of some important events tend to be superficial.
- Pupils do not have the necessary skills or the appropriate resources to research historical topics effectively.
- In both key stages, pupils' ability to use ICT to enquire and convey historical information is limited.

Geography

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- Pupils' knowledge of their locality and environment is developing well in KS1. Year 2 pupils can name some of the main physical and human features relating to the area. They can locate their village on a map of Wales and show some awareness of places outside their own neighbourhood.
- Their skills in creating and interpreting simply maps and plans are developing well.
- They know the main features of the daily weather, understand seasonal changes and can record them appropriately by referring to different types of clothing worn in the summer and winter, for example.
- Key Stage 2 pupils' knowledge of a contrasting area is developing satisfactorily. They can refer to some of the features which are similar and different between that area and their locality.
- They use a satisfactory range of secondary sources to obtain information, ideas and explanations. They study plans and pictures of the areas in question appropriately in order to find information about human and physical features.
- They begin to describe geographical patterns such as topography, rainfall and temperature and the way these affect the lives and activities of the people who live in these areas.

Shortcomings

- Key Stage 2 pupils' geographical research skills are undeveloped, especially gathering and recording information in the field, mapping skills, the use of a variety of secondary sources as well as the use of ICT.

Art

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils make good use of line, tone, shape and movement in their work. They begin to mix colour and use various painting techniques effectively, such as in their 3-D work with clay.
- Pupils draw pictures and paint from direct observation. They also produce work in the style of artists such as Gwen John.
- They use the skills they learn in art to display and enhance their work in a number of other subjects such as design and technology, history and religious education.
- In KS2, pupils can use line and shadows effectively when creating self-portraits.
- In their study of the work of L S Lowry, older pupils show thorough observation skills, an understanding of the artist's technique and the ability to imitate his style.
- They use appropriate artistic vocabulary to describe their work and to discuss improvements in each other's work.

Shortcomings

- Key Stage 2 pupils do not use sketch books to record their work out in the field.
- In KS2, the development in pupils' observation skills and imaginative drawing and painting is uneven.
- Their ability to evaluate and imitate the work of Welsh artists and to explore works of art from different periods and cultures is underdeveloped.

Music

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 and KS2 pupils know a variety of songs which include fun songs, hymns and nursery rhymes. They enjoy singing, they have good control of breathing, dynamics and pitch and they produce very tuneful vocal sounds.
- In KS1, pupils can create impromptu sounds by using a variety of sound sources. They work together effectively when investigating sounds and when composing an accompaniment to the story of Peter and the Wolf.
- In KS2, pupils know the difference between rhythm and beat. Their composition skills are developing well. They compose their own rhythmic patterns in response to a piece of classical music.
- They choose appropriate tuned and untuned instruments to create the special ambience for their compositions.

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- All KS2 pupils are learning to play the recorder and are making good progress. A good number are also extending their musical experiences through playing the clarinet, the flute and the violin and have an opportunity to take part in musical activities in the county.

Shortcomings

- There are no significant weaknesses.

Physical education

Standards of achievement are good in KS1 and unsatisfactory in KS2.

A programme of appropriate physical education activities is offered in KS1. Swimming lessons are provided for KS2 pupils and Y5 and Y6 pupils have the opportunity to attend an outdoor centre. Football and netball clubs are held and pupils have the opportunity to take part in competitions between schools such as games and cross-country running.

Good features

- In KS1, pupils show imagination, co-operating and responding well to the dance tasks.
- The quality of pupils' movements when they respond to the concept of 'hot and cold' is of good standard. There is an appropriate pace to the activities and sufficient energetic work is done by the pupils.
- Pupils prepare appropriately for the activity and recover appropriately afterwards. They are beginning to become aware of the effect exercise has on the body.
- Key Stage 2 pupils succeed in achieving the basic requirements of a traditional dance. After practising, the majority can create correct patterns and, overall, link them appropriately.

Shortcomings

In KS2:

- Pupils do not have sufficient control over their movements when undertaking their activities.
- They do not analyse and evaluate tasks effectively to improve performance.
- Their physical development is restricted as NC requirements are not fully met.

Religious education

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils have a good knowledge of a wide range of stories from the Bible.
- They develop a growing understanding of themselves, their family and their friends and the importance of each individual in the community.
- Pupils visit local places of worship and learn about the main features of the buildings and the different forms of worship.
- In KS2, pupils research into nurturing and maintaining a positive relationship and showing respect towards people of different cultural, ethnic and religious backgrounds.

- Pupils have a satisfactory knowledge and understanding of Christianity and some other religions such as aspects of the Jewish and Islam religion.
- Occasionally, pupils benefit from discussion on religious and moral issues which arise from their study in other subject areas.

Shortcomings

- As KS2 pupils do not record their work on other religions in sufficient detail, some aspects are handled superficially and as a result, their knowledge and understanding in these areas are not sufficiently developed.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

A practical action plan was formulated to deal with issues identified in the last inspection report. According to the evidence in the SDP until the end of 2002, it appears that the issues in question were being addressed. In this inspection, it was judged that the school has effectively implemented two of the key issues but there are shortcomings within the others which have not been addressed sufficiently and these are included within the key issues of this report.

1. Improve standards of achievement in information technology.

Appropriate training has been arranged for the staff and the quantity of resources has been increased significantly including an interactive whiteboard. This has resulted in standards being raised in KS1 where they are now good. The evidence gathered on the use of ICT in KS2 was limited and pupils' standards of achievement were judged to be unsatisfactory.

2. Maintain and build on satisfactory or better standards and respond to the shortcomings identified.

The post-inspection action plan addressed every one of the areas. During this inspection, it was judged that standards have risen overall across KS1. In KS2, they have deteriorated; standards are unsatisfactory in Welsh, information technology and physical education and only satisfactory in the other subjects with the exception of music where standards are good.

3. Prepare whole-school schemes of work in all NC subjects.

Following the last inspection, it was arranged that schemes of work would be completed on a termly basis which would result in completed schemes by 1998. Although they were not presented as whole-school schemes of work for the inspection, evidence was gathered during the inspection that the schemes are in place.

4. Improve on the quality of the reports for parents to provide more information on pupils' attainments in the NC attainment targets.

The format of the reports has changed and they provide information for parents on pupils' attainments in the NC attainment targets.

5. Monitor standards of attainment and the quality of education across the school.

According to the evidence gathered during the inspection, the school was implementing a monitoring programme from the start of the spring term 2001 to the end of the autumn term 2002. That programme addressed pupils' standards of achievement and the quality of education across the school. There is no evidence that the school has implemented a monitoring programme since the end of the autumn term 2002.

6. Satisfy statutory requirements for daily registration, child protection and the school prospectus.

The registration arrangements have been changed to conform with statutory requirements. An appropriate policy is implemented for child protection. The current prospectus does not include all of the information in line with National Assembly recommendations.

8.2 Key Issues for Action

The school should:

- raise pupils' standards of achievement:
 - (i) generally across KS2,
 - (ii) specifically in Welsh, information technology and physical education in KS2;
- address the shortcomings identified in the quality of teaching;
- within the school's assessment, recording and reporting arrangements:
 - (i) in KS2, analyse assessment data to help improve pupils' performance and make more extensive use of short-term targets and positive comments when marking pupils' work,
 - (ii) build on the opportunities given to parents to consider the reports presented to them and to see and discuss the work of their children;
- develop a whole-school scheme for the development of key skills;
- re-establish the monitoring plan which was active up until December 2002 to ensure effective methods of self-evaluating pupils' standards of achievement and the quality of education provided;
- formulate a SDP which includes all the appropriate steps to give a clear direction to the future development of the school;
- consider as a matter of urgency the needs of the school in relation to raising standards in KS2, staffing, training and resources and equipment in the context of the significant surplus in the school budget;
- ensure that the information in the school prospectus and the governors' annual report to parents is in line with National Assembly recommendations.

APPENDIX

A. Basic Information About the School

Name of School	Llanarthne Primary School
School type	Community
Age-range of pupils	4 –11
Address of school	Llanarthne Carmarthen
Post-Code	SA32 8HJ
Telephone Number	01558 668570

Headteacher	Mrs Catrin M James
Temporary headteacher	Mr Dafydd M Evans
Date of appointment	September 1997
Chair of Governors	Dr Rhodri Clwyd Griffiths
Registered Inspector	Mr D Gwynfor Evans
Dates of inspection	15-17 October 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		3	5	3	2	6	6	5	30

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0.1	2.1

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	15:1
Average class size, excluding nursery and special classes	15
Teacher (fte) : class ratio	1.05:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Autumn 2002	89.6	91.4	94.45	93.5
Spring 2003	95.2	95.6	94.97	95.1
Summer 2003	95.4	94.6	93.1	95.2

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS2 Results: 2003							Number of pupils in Y6: 7						
Percentage of pupils at each level (National 2002)													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	14	0	0	14	43	29	0	0
		National	0	0	3	0	1	5	16	45	29	0	0
	Test/Task	School	0	14	0	0	0	0	14	43	14	0	0
		National	0	2	2	0	0	4	12	41	38	0	0
Welsh	Teacher assessment	School	0	0	0	0	0	14	43	29	14	0	0
		National	1	0	2	0	1	4	19	49	23	0	1
	Test/Task	School	0	0	0	0	0	0	57	43	0	0	0
		National	1	2	0	0	0	3	17	50	24	0	1
Mathematics	Teacher assessment	School	0	0	0	0	0	14	43	0	43	0	0
		National	0	0	3	0	1	4	19	46	27	0	0
	Test/Task	School	0	14	0	0	0	14	43	14	14	0	0
		National	0	2	1	0	0	4	19	43	30	0	0
Science	Teacher assessment	School	0	0	0	0	0	0	14	43	43	0	0
		National	0	0	3	0	0	2	13	49	33	0	0
	Test/Task	School	0	14	0	0	0	0	14	71	0	0	0
		National	0	2	0	0	0	1	10	47	38	0	0

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	43	In the school	29
In Wales (2002)	68	In Wales (2002)	68

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A Pupils who have failed to register a level because of absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

D. The Evidence Base of the Inspection

- The school was inspected by a team of three inspectors who were present for five inspector days.
- Twenty-six lessons or part-lessons were inspected.
- A sample of pupils were heard reading in both key stages. Discussions were held with a number of pupils and they were questioned about aspects of their work in NC subjects and religious education.
- A sample of their written and practical work was scrutinised in all subjects.
- School policies and documents were studied before the inspection.
- Inspectors held discussions with teachers during the inspection period on a wide range of issues relating to their responsibilities and school work. Consideration was given to the school's planning documents and its various files and records.
- Attendance registers were scrutinised.

- Inspectors were present for every act of collective worship.
- Fourteen parents attended the pre-inspection meeting and 15 questionnaires were completed.
- The Registered Inspector met with the governors before and after the inspection.
- A pre-inspection meeting was held with staff and they were provided with an oral feedback following the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D G Evans	RgI	Context Main findings Educational standards achieved by pupils Pupils' spiritual, moral, social and cultural development Quality of teaching Support, guidance and pupils' welfare Quality of self-evaluation and planning for improvement Leadership and efficiency School improvement	Welsh science information technology geography music physical education
Mr O Phillips	Team	Assessment, recording and reporting Curriculum Provision for pupils with SEN Staffing, accommodation and learning resources	English mathematics design and technology history art religious education children under five
Mr G G Jones	Lay	Behaviour and attitudes Attendance Partnership with parents, community, schools and other institutions Partnership with industry	

The visiting inspectors wish to thank the governors, the acting headteacher and all the staff for the co-operation and courtesy they received during the inspection.