

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

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

**Llanfynydd Voluntary Aided Primary School  
Llanfynydd  
Carmarthen  
SA32 7TQ**

**School Number: 6693302**

**Date of Inspection: 24/02/09**

**by**

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Llanfynydd V.A.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Llanfynydd V.A.P. School took place between 24/02/09 and 25/02/09. 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

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

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

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

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

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

This school received a **short** 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. Llanfynydd Church School is a Voluntary Aided Primary School, located in a rural village between Llandeilo and Carmarthen. It is maintained by Carmarthenshire Unitary Authority (UA). There are 32 children aged between 3 and 11 years old on the register. The number of pupils on roll has remained fairly stable over recent years. Children are accepted on a full-time basis to the reception class during the term they attain their fourth birthday.
2. According to the school, the area overall is neither prosperous nor subject to economic disadvantage. Seven per cent of pupils are entitled to receive free school meals, a figure which is lower than local and national averages.
3. Pupils attending the school represent the full range of ability. Eleven pupils (39%) are designated as having additional learning needs, including one pupil who has a statement of special educational needs; a percentage which is substantially higher than county and national figures.
4. Welsh is used as the teaching medium in the reception class and in key stage 1. In key stage 2, pupils are taught through the medium of Welsh and English with the aim of ensuring that pupils are fully bilingual by the time they transfer to the secondary sector. Seventy five per cent of pupils come from homes where English is the main language spoken.
5. The school has received the Basic Skills Agency Quality Mark for the second time as well as the third leaf of the UA's Healthy Schools scheme.
6. As the school is a voluntary aided school, an inspector appointed by the Church inspected collective worship, pupils' spiritual and moral development and religious education.
7. The school was last inspected in March 2003 and since that time there have been changes in teaching and support staff. The headteacher has been in post since September 2006.

### **The school's priorities and targets**

8. The school's main aim is 'to offer a Christian community which recognises the value of every individual, and where equal opportunities are offered to all children to attain their potential in every aspect of their development'.
9. The school's main priorities and targets for the year 2008-9 include to:
  - develop further the opportunities for assessment and tracking pupils' progress;
  - continue to extend the opportunities to extend pupils' key skills;

- update and adapt policies and schemes of work;
- develop more links with industry; and
- develop self-evaluation arrangements further.

## Summary

10. The school succeeds in its objectives of creating a supporting and caring environment where pupils have good experiences which successfully promote their learning and their development. Since the last inspection, the school has further improved the quality of the educational provision and there are outstanding features in the way it fosters pupils' personal, moral and social development. The school offers good value for money.
11. The self-evaluation report, produced by the school before the inspection, is comprehensive and clear, and it indicates strengths and areas in need of improvement. The inspection team agreed with the school's judgements in the seven key questions.

### Table of grades awarded

12. 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 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

### Standards

13. The education provided by the school effectively meets the range of pupils' needs. Pupils, including those with additional learning needs, make constant progress in gaining new skills, knowledge and understanding, and achieve the agreed learning targets and goals.

## Early Years

14. The quality of the provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
15. In the National Curriculum Assessments over the last three years, all pupils in both key stages have succeeded in attaining the expected levels. There are no significant differences between the performances of boys and girls. The number of pupils assessed at the end of both key stages has been less than five in most years, and as a result, national and county comparisons are not always valid. Generally, the school's performance exceeds both local and national averages in most years. Pupils' attainments overall also compare favourably with similar schools across Wales, based on the percentage of pupils entitled to receive free school meals.
16. The under-fives make good progress in developing the key skills of thinking, communication, numeracy and information and communications technology. Their creative skills and their ability to identify answers to problems are also developing well.
17. In both key stages, good features outweigh shortcomings in pupils' standards and progress in thinking, communication, numeracy and information and communications technology skills across the curriculum. Pupils make purposeful use of these skills in their work in a number of subjects, and in the best practice, they use their skills more independently to improve their own learning. Overall, however, pupils do not extend these skills progressively across the key stages.
18. Pupils' standards in their bilingual competence show good progress. By the end of key stage 2, most pupils are proficient in Welsh and English.
19. Pupils have suitable improvement targets to strive towards. More able pupils have a good understanding of their work and apply previous learning well to new situations. Generally, pupils' ability to evaluate their work and to indicate what they need to do to improve has not developed sufficiently. This is an area which has been appropriately identified for attention in the school development plan.
20. Throughout the school, pupils display very good progress in their personal and social skills. Pupils co-operate highly effectively in pairs or small groups. They welcome visitors to their school, and they are courteous when speaking to adults.
21. Most pupils' attitudes to their learning and the interest they show in their work are good. They work hard in lessons, and they are ready to join in the range of activities provided. They make good progress towards attaining their potential, and they are ready for the next stage in their education.
22. In both key stages, pupils' learning abilities are developing effectively, and they make good progress in their problem-solving and their creative skills.
23. Pupils' moral, social and cultural development is good. By means of circle time and School Council activities, pupils are developing sound moral and social values. They display consideration for others who are less fortunate than

themselves, and they collect sums of money for good causes. They have good knowledge of the culture and heritage of Wales.

24. Pupils' awareness of equal opportunities is developing well and they respect the differing faiths, attitudes and cultural traditions found in society.
25. Pupils' behaviour is very good and is an outstanding feature. Pupils have a clear understanding of what is expected of them and they respond positively to the good behaviour management strategies adopted by the school.
26. Attendance levels are good. For the three terms prior to the inspection, the average attendance was 95%. Most pupils attend school regularly, and they are prompt at the start of the school day.
27. Pupils have a good knowledge of community life in their area, and they contribute regularly to local events. Pupils have a secure knowledge of the world of work in their area by means of educational visits and the contribution of visitors from the community to the school curriculum. Pupils' enterprise skills are developing appropriately through running a fruit shop and by producing and selling goods for profit at different times of the year. The school has identified these elements appropriately for further development.

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

### **Grades for teaching**

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	83%	17%	0%	0%

29. The figures above are an improvement on the quality of teaching noted in the previous inspection report on the school. These figures also match the national findings which were reported in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2007-08, which states that the quality of teaching was Grade 1 and Grade 2 overall in 83% of lessons inspected, but they are lower than the 16% judged Grade 1.
30. The good features of the teaching include teachers' high expectations, clear presentations and explanations, and the effective collaboration between teacher and pupil. Where the teaching is less effective, the planning is not sufficiently robust to ensure that tasks are consistently well-matched to pupils' ages and learning needs.
31. Overall, the quality of assessment, recording and reporting on pupils' progress is good. Teachers assess pupils' achievements and progress accurately and regularly. On the whole, the annual reports to parents are of good quality, and parents appreciate the good opportunities to visit the school to discuss their children's progress.

32. There are good features in the quality of the curriculum offered to pupils. The school offers equal access to a broad, balanced and rich curriculum which meets statutory requirements. Pupils' learning experiences are well enriched by a significant number of extra-curricular activities and effective links with the community and other partnerships, including the Church.
33. There is good provision to ensure that pupils gain the essential basic skills. However, the planning does not ensure that pupils' key skills are extended progressively across the school.
34. There are outstanding features in aspects of the provision to foster pupils' moral and social development. The school's ethos focuses highly effectively on promoting caring values. Good opportunities are provided for pupils to work together in a range of educational and social activities. There is good emphasis on developing pupils' knowledge of the culture and heritage of Wales through the Cwricwlwm Cymreig and their studies across the curriculum.
35. There is increasing emphasis on raising pupils' awareness of sustainable development and world citizenship. There is good emphasis on all aspects of health education, and the promotion of healthier lifestyles permeates the curriculum and is prominent in daily routines.
36. The partnership with most parents is very good, and during the pre-inspection consultation it was evident that they appreciate the school's provision. The school's partnership with other schools and institutions, and the local community is also good. Effective use is made of these partnerships to enrich pupils' learning experiences.
37. The standard of pastoral care, support and guidance offered to pupils is good. This is an inclusive school which pays good attention to pupils' welfare. There is a policy for child protection and all the staff are aware of its guidance. Policies and procedures relating to health and safety, including fire prevention and first aid, are appropriately implemented. Risk assessments are undertaken in relation to visits and school activities.
38. There are good features in the provision for pupils with additional learning needs, and pupils make regular progress commensurate with their age and stage of development. Experienced teachers and support staff offer pupils high quality support. Nevertheless, owing to the substantial increase in the number of pupils with additional learning needs and their wide range of needs, the methods used to monitor all aspects of the provision are not always sufficiently detailed.

### **Leadership and management**

39. The headteacher's leadership and management are good and offer the school clear direction. His sound values and his commitment to the education and development of the pupils is known to staff, the governors and the parents, and are clearly reflected in the school's work. This is a clear strength of the school.
40. All the staff work well together and there is good collaboration and a shared sense of purpose to continue the school's development.

41. The school development plan contains appropriate aims and targets based on the school's needs. Consistent progress is made towards achieving the main priorities set. The budget is managed carefully and spending corresponds closely to the school's targets.
42. The current monitoring and evaluation procedures offer the school useful information on the quality of provision and standards of achievement.
43. The school has made good progress since the last inspection and most of the key issues included in the report have been successfully addressed. However, sufficient attention is not always given to the differentiation of tasks for pupils of different ages and abilities within the classes.
44. The Governing Body offers the school strong support, and its members work very effectively with the headteacher and the staff. Members visit the school to discuss and observe aspects of the provision, and they receive detailed reports from the headteacher.
45. The management and use of resources is good. There is a sufficient number of experienced teachers and suitably qualified support staff. There is a good supply of resources and they are used effectively to facilitate teaching and learning. The school has also secured further improvements to the building and the playground. There is effective use of the building and the school's site, the community and educational locations to enrich pupils' learning.
46. The headteacher, the staff and governors regularly review the use of resources and the school offers good value for money.

## Recommendations

In order to develop further, the school needs to:

- R1 plan tasks that match pupils' ages and learning needs more consistently across the school;
- R2 create a strategy to extend pupils' key skills progressively across the school;\*
- R3 include pupils more in setting their own targets and in assessing their progress and development;\*
- R4 strengthen further the methods used to monitor provision for pupils with additional learning needs.

*\* Reference is made to these matters 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

47. The inspection team's findings concur with the school's judgement in its self-evaluation report.
48. Pupils, including those with additional learning needs, make constant progress and achieve the agreed learning targets and goals.
49. In the National Curriculum Assessments over the last three years, every pupil in both key stages succeeded in attaining the expected levels and there is no significant difference between the performance of boys and girls. The number of pupils assessed at the end of both key stages has been less than five in most years and as a result, national and local comparisons are not always valid. Generally, the school's performance exceeds local and national outcomes in most years. Pupils' attainments overall compare favourably with similar schools, based on the entitlement to free school meals.
50. The quality of provision for under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes. Over the years, the results of baseline assessments and school data indicate average attainment for most children when they start school. Children settle down quickly and make good progress.
51. The under-fives also make good progress in their thinking, communication, numeracy and information and communications technology skills across the curriculum. Their creative skills, their ability to deduce answers to problems and the development of their personal and social skills are also good.
52. In both key stages, good features outweigh shortcomings in pupils' standards and progress when using key skills across the curriculum. Learners listen well to their teachers and their fellow pupils. They respond appropriately to teachers' questions but few extended answers are offered. They make suitable use of their reading and writing skills in their work in other subjects, but examples of extended writing are limited.
53. Pupils use their numeracy skills to measure and count accurately in their work in other subjects, such as science and geography. They use their information and communications technology skills effectively to undertake tasks, collect information and to record their work across the subjects. Overall, however, pupils do not extend their key skills progressively across the key stages.
54. In both key stages, there are good features in pupils' development of research skills and problem solving skills in subjects such as science and history. Nevertheless, more able pupils do not make sufficient use of books and information and communications technology to investigate independently.

Pupils, including those with additional learning needs, display good development in their creative skills.

55. Pupils make good progress in developing their bilingual competence. By the end of Key Stage 2, most pupils communicate readily in Welsh and English. Pupils have a good awareness of Y Cwricwlwm Cymreig through specific projects and their studies in subjects such as history, geography and art.
56. Overall, pupils' ability to evaluate their work according to the targets set and to indicate what they need to do to improve has not developed sufficiently. The school is developing good strategies to foster pupils' self-assessment skills but this work is at an early stage in its development. The school has appropriately indicated this as an area for development in its school development plan.
57. Pupils display a secure understanding of equal opportunities and respect for diversity within the school and the wider world. They understand that everybody should be treated equally, fairly and with respect.
58. Pupils have positive attitudes to their work, they co-operate readily with staff and fellow pupils, they settle quickly to undertake a task and concentrate to the best of their ability.
59. Pupils' behaviour is very good. This is evident, not only in lessons, but also during playtimes and in the way they move in an orderly manner around the school. They are courteous and welcoming with staff and visitors, and they understand and respect school rules. This is an outstanding feature.
60. There are outstanding features in pupils' moral, social and cultural development. The positive relationship that pupils have with staff, the school's exceptionally supportive ethos, and the contribution of circle time within the personal and social education programme, enable pupils to develop a sound set of moral and personal values to guide them.
61. Pupils' knowledge of their own community is good. Pupils' visits to places of interest, their participation in local activities and their studies in subjects such as history and geography, effectively extend their knowledge and understanding of the area. Pupils have a secure knowledge of the world of work in the area through educational visits and the contributions of visitors from the community to the school's curriculum. Pupils' enterprise skills develop appropriately by running a fruit shop and by making, costing and selling goods for profit at different times of the year. The school has appropriately identified these aspects for further development.
62. Pupils' attendance is good and averaged 95% over the previous year. Pupils arrive at school promptly and there are no unauthorised absences. The school conforms fully to registration requirements.

## The quality of education and training

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

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

63. The inspection team's findings concur with the school's judgement in its self-evaluation report.

64. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	83%	17%	0%	0%

65. These figures are an improvement on the quality of teaching noted in the school's previous inspection report. The figures also match the national findings which were reported in the annual report of HMCI for 2007-8, which states that the quality of teaching was Grade 1 and Grade 2 overall in 83% of the lessons inspected. However, the figures are below the 16% judged to be Grade 1.

66. Teachers and all the other members of staff treat pupils equally, whatever their age, sex or ability. The very good working relationship between teachers and pupils promotes effective learning.

67. Teachers have a good knowledge of the National Curriculum, religious education and the Foundation Phase. This is reflected in the planning and preparation of lessons. Teachers use a variety of teaching methods and suitable resources which are appropriate to the activities they plan.

68. Pupils' bilingual competence is promoted well. Teachers offer good models of language in Welsh and English. Also, there is effective planning and provision to develop Y Cwricwlwm Cymreig in many subjects and in aspects across the curriculum.

69. Where teaching is judged to be Grade 2, the good features observed include the following:

- lessons with clear aims that are shared with pupils;
- work which has been thoroughly planned and prepared;
- effective direct teaching and good questioning techniques;
- suitable use of individual, pair, group and whole-class work;
- good use of resources and artefacts to maintain pupils' interest; and
- plenary sessions at the end of lessons which succeed well in consolidating pupils' understanding.

70. Where the teaching is judged to be Grade 3, although some of the above features are present, there are also shortcomings which include:

- tasks that do not offer learners appropriate challenge; and
  - a lack of opportunities for more able pupils to work independently.
71. Teachers successfully challenge stereotypical images and opinions, and pupils are encouraged to participate in the full range of activities provided. Staff monitor and review pupils' work constantly.
  72. Lessons are appropriately planned to ensure a good variety of activities. However, the planning does not always ensure that the tasks correspond sufficiently to the range of pupils' learning needs in mixed age and ability classes.
  73. Overall, the procedures for assessment, recording and reporting are good. The school's policy is implemented, and the UA's assessment programme is closely followed. There are suitable arrangements to provide information to relevant bodies about pupils' progress and attainments.
  74. Procedures for assessment and recording satisfy statutory requirements. Baseline assessment is undertaken correctly and national assessments are reported to parents at the end of both key stages. Appropriate assessment, reporting and review are undertaken of the needs of pupils with additional learning needs.
  75. In both key stages a range of standardised assessments in language and mathematics, and end of key stage assessments are used appropriately to set targets and identify strengths and elements to be developed.
  76. Subject portfolios of levelled work are kept in the core subjects, and this strengthens teachers' understanding and consistency when levelling pupils' work. There are useful collaborative discussions within the cluster of schools, including the secondary school, about standardising and moderating assessments.
  77. An electronic tracking system has been established to monitor pupils' development in the core subjects, and the school is concentrating on developing this element further. The nature of assessments in the foundation subjects is more informal across the ability range.
  78. Every pupil has a useful record of achievement which includes examples of tests, assessment results and copies of annual reports.
  79. Individual targets are set for pupils in language, mathematics and general development, and these are shared with parents. The process of giving pupils an opportunity to contribute to these targets and to evaluate the progress they make is at an early stage. The school is focussing well on developing this aspect further.
  80. Assessment opportunities are included in the short term planning, and the process of evaluating learning experiences weekly and using the evidence to plan further for pupils of every age and ability is an element which is developing.
  81. Good quality oral feedback is given to pupils during lessons. There is consistent marking which indicates the way forward for pupils.

82. Annual reports to parents meet statutory requirements. They are of good quality overall and outline pupils' skills and achievement well, particularly in the core subjects. In the best examples, the reports indicate clearly specific targets for pupils' further development. Parents have appropriate opportunities to respond in writing to the reports.
83. Parents appreciate the school's open door policy and the opportunities to discuss their children's development. Open evenings are organised for parents to discuss their children's targets, progress and achievements; parents praise these meetings.

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

<b>Grade 2: Good features and no important shortcomings</b>
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84. The inspection team's findings concur with the school's judgement in its self-evaluation report.
85. The curriculum conforms to statutory requirements, and equal access is provided to a broad and balanced curriculum. Overall, the learning experiences satisfy learners' needs and interests.
86. The quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. Children settle down well to school routines.
87. There are appropriate subject policies and schemes of work, which promote continuity and progression in the learning. Elements of the curriculum are in the process of being further revised to meet the requirements of the revised curriculum 2008 in Key Stage 2.
88. There is an appropriate policy for the development of pupils' thinking, communication, numeracy, and information and communications technology skills. Nevertheless, short term planning is insufficiently thorough to ensure continuity and progression in these skills in the different subjects. There is suitable provision for the development of creative and problem solving skills. The school offers pupils productive experiences to enable pupils to work together in pairs and groups.
89. One of the strengths of the provision is the manner in which pupils' experiences are enriched by a wide range of visits, the contributions of visitors to the school, and extra-curricular activities. Visits to local places and places further away, including residential experiences for the older children, make a very important contribution to the development of the Welsh dimension in the school.
90. A variety of people, including members of the community, clerics, artists, historians, authors, bards and members of the care services visit the school to talk to pupils about their work and experiences. The extra-curricular elements

also include good experiences in aspects such as games and the Urdd. All these experiences make an important contribution to pupils' personal and social development. There are appropriate procedures for setting homework.

91. There is a very strong Welsh ethos in this school. The school promotes pupils' bilingualism in Welsh and English effectively and it succeeds in attaining its aim of enabling pupils to be confident when using both languages. Good opportunities are given to newcomers to the school, who join Key Stage 2, to attend a language centre to strengthen their grasp of Welsh.
92. The school pays good attention to the Cwricwlwm Cymreig and the provision satisfies the current requirements. The local element is effectively included in the planning, especially in subjects such as history, geography and religious education. Welsh culture is further promoted through music and dance, and competitions associated with the Urdd movement.
93. There are good procedures and appropriate curricular opportunities to promote pupils' knowledge of other cultures, especially in subjects such as religious education and geography. There is also a valuable link with a school in Africa. The pupils also benefit from the school's link with the roots and wings project which not only extends their awareness of children in different countries in Europe, but also gives them an opportunity to deepen their knowledge of their own local area.
94. Pupils' moral development is promoted very effectively. Important messages are constantly presented during the school day and in collective worship. The school's positive ethos, the very good relationships between pupils and between staff and pupils make an important contribution to promoting pupils' social development. There are good opportunities for collaboration within groups and within classes. Through the School Council and the fruit shop, pupils have an opportunity to shoulder responsibilities.
95. The school's policy document on pupils' personal and social education is implemented fully and meets current requirements. As part of the provision, appropriate attention is paid to raising pupils' awareness of the dangers of misusing substances. There is effective concentration on health education, including the importance of physical fitness and healthy eating.
96. There are good features in the school's partnership with parents, the community and other schools and institutions. Parents are well informed about developments in the school by means of regular letters. They are very supportive of the school through giving practical help, and, along with the community, they raise substantial sums for the school and for the charities that it supports. Most parents have signed the home-school agreement.
97. The school works effectively with other primary schools in its cluster group, and the quality of pastoral, administrative and curricular links with the receiving secondary school is good.

98. The numerous positive links with the local community contribute significantly to pupils' learning in a number of curricular areas. The school and its various activities receive very good support from, and are appreciated by the local community.
99. The school's provision for promoting pupils' knowledge of matters relating to sustainable development focuses well on aspects such as planting flowers, saving energy, recycling, composting and caring for the environment in the community. The provision for promoting pupils' awareness of world citizenship is good. Pupils are aware of those in the world who are less fortunate and they work hard to raise money for good causes.
100. The school takes good advantage of local links to enrich the curriculum in partnership with the world of work by organising visits, for example, to a restaurant and a garage. The visits are effectively planned with opportunities for pupils to create questionnaires, hold interviews with staff and research the requirements which are associated with running a small business. Pupils' enterprise skills are promoted appropriately by running the fruit shop during break times and by producing, costing and selling goods at different times of the year. The school has appropriately identified these elements in its school development plan for further development.
101. The school's provision considers national priorities well, such as equal opportunities, tackling social deprivation, diversity and disability, bilingualism, health education and developments linked to information and communications technology. Pupils have good experiences to develop their awareness of their responsibility towards their community.

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

<b>Grade 2: Good features and no important shortcomings</b>
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102. The inspection team's findings concur with the school's judgement in its self-evaluation report.
103. The school is a happy and caring community where all the staff support and guide pupils very well. Teachers and staff have a very good knowledge of their pupils and provide effectively for them.
104. The school works effectively in partnership with parents. Parents/Carers feel that they are welcome at the school, and they are confident that their views will be considered. This is reflected in the number of positive responses received from them in the questionnaires and in the pre-inspection meeting. More formal arrangements enable parents to meet staff to discuss their children's progress with teachers.
105. Procedures for admitting and transferring pupils are good. There are effective arrangements to help the youngest children to settle down in school and feel safe. Arrangements for transferring pupils to the secondary school ensure that Year 6 pupils are well prepared for the next stage of their education.

106. The quality of the support and personal guidance provided for the pupils is very good. Each pupil has full access to the school's personal and social education programme. During circle time sessions, pupils are offered regular opportunities to discuss any specific problems or worries.
107. The School Council works effectively and operates in line with current guidelines. The opportunity to serve as a member of the School Council is appreciated by pupils, and it promotes their understanding of citizenship. It also offers them good opportunities to contribute to school decisions which affect them.
108. The staff are aware of the procedures for ensuring pupils' health and welfare. Procedures are well established and they are effective. Staff have received training in first aid. Pupils are well supervised during break time, and risks are carefully assessed prior to any visits or journeys.
109. The school actively encourages and enables pupils to be healthy. It promotes regular exercise and a healthy diet. The school is part of the 'Healthy Schools' initiative and the key principles are rooted in the school's practices. Pupils regularly take part in a number of games and physical activities which contribute well towards their health and welfare.
110. Appropriate policies and procedures are implemented for child protection, and specific members of staff have responsibilities allocated to them, as well as a specific governor. Staff and governors have had training in this area.
111. The staff have a very good knowledge of pupils and any additional learning needs are identified early. Individual education plans have been prepared for every pupil who has additional learning needs. They include appropriate targets to be achieved and suitable activities are detailed to assist pupils' learning. Meetings are arranged with parents to discuss their children's targets and progress.
112. The school works well with UA agencies as needed. The named governor has a good understanding of the school's provision for additional learning needs. Nevertheless, as a result of the significant increase in the number of pupils with additional learning needs, and the wide range of their needs, the methods used to monitor all aspects of the provision are not always sufficiently detailed.
113. On the whole, pupils with additional learning needs make steady progress commensurate with their age and stage of development. The additional learning needs co-ordinator, the class teachers and the learning support assistants co-operate closely to ensure appropriate support for these pupils.
114. Good measures are implemented to eliminate oppressive behaviour including discrimination on grounds of race, bullying and harassment of any kind. Positive behaviour management is effectively used to reinforce good behaviour.
115. The school responds fully to statutory requirements for registering pupil attendance. Appropriate procedures have been established to encourage good

attendance and punctuality.

116. This is an inclusive school which promotes equal opportunity and celebrates diversity. It gives due consideration to the statutory framework for inclusive education. The staff consider the pupils' social, educational and linguistic backgrounds well. They ensure that all pupils are fully included in all the school's activities.
117. The Governing Body has formally adopted policies for equal opportunities and racial equality, and the documents satisfy the current requirements. The school celebrates diversity through its positive ethos, the good variety of activities, through personal and social education, and subjects such as religious education.
118. The school has a Disability Equality Scheme and an appropriate action plan. They are regularly reviewed by the Governing Body and comments are included in the governors' annual report to parents. On the whole, there are appropriate facilities for the disabled and access to every part of the school.

## **Leadership and management**

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

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

119. The inspection team's findings concur with the school's judgement in its self-evaluation report.
120. The headteacher's management is purposeful and offers the school a clear sense of direction in order to secure further improvement. His effective leadership ensures that the school's core aims, values and objectives are actively promoted. A caring environment is fostered based on trust and respect.
121. There is an agreed sense of purpose amongst all school staff and governors to provide the best for pupils. Areas to be reviewed and developed are clearly recorded in the school development plan and in the school self-evaluation report. A suitable range of management and curricular policies are implemented effectively.
122. Following a process of restructuring responsibilities, the school has a co-ordinator for every National Curriculum subject. As a result of their additional responsibilities, teachers attend a good range of courses to match their professional needs, and the school's further development.
123. The school gives appropriate consideration to national initiatives, including projects on developing pupils' understanding of a healthy life-style, and these activities contribute effectively to their personal and social development. The school seeks constantly to raise standards in literacy and numeracy, and it pays good attention to developing pupils' bilingual skills, and their information and communications technology skills. Staff also concentrate well on developing the Foundation Phase.

124. The school plays a full part in local priorities and partnerships. It works effectively with primary and secondary schools locally on curricular developments and associated activities. A good partnership is maintained, for example, with the secondary school to which pupils transfer, and bridging units have been developed to facilitate the transfer between Key Stages 2 and 3.
125. Performance management procedures have been established, and they satisfy national requirements. The arrangements include staff appraisals with a focus on achievable personal targets linked to relevant training opportunities.
126. Appropriate processes are in place to set challenging, but realistic targets for pupils at the end of both key stages. The targets are based on each pupil's likely performance. Pupils achieve, and sometimes exceed, their personal targets.
127. The Governing Body is very supportive and is closely involved in the life of the school. The members understand their roles and responsibilities fully, and they contribute effectively to strategic planning. Good use is made of their experience and professional expertise. Members collaborate well with the headteacher and staff.
128. The governors are very knowledgeable about the work of the school through written and oral reports provided by the headteacher. They display a good understanding of the school's progress in achieving its targets. Experienced governors shoulder specific responsibilities and visit the school to meet relevant staff as part of their monitoring role. They receive information about policies, practice and standards, and they give useful feedback to the full Governing Body.
129. The Governing Body meets regularly and discharges its regulatory and legal duties. School policies and documentation pay appropriate attention to statutory requirements and there are suitable procedures for dealing with appeals and complaints.

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

<b>Grade 2: Good features and no important shortcomings</b>
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130. The inspection team's findings concur with the school's judgement in its self-evaluation report.
131. An effective self-evaluation culture has been established. There is a suitable strategy and clear focus on collecting relevant information which is used effectively to move the school forward.
132. The headteacher's leadership and his monitoring role are important elements in the process and he is well supported by the full-time teacher and the part-time teachers. The classroom assistants, the governors and the ancillary staff make appropriate contributions to the self-evaluation process. There are also

contributions from the UA adviser. The experience of working closely with other schools also assists the process. A further good feature is that parents have opportunities to express their opinions by means of questionnaires. Pupils contribute through the School Council. All these contributions have a positive effect on the school's further development.

133. The responsibility for developing subjects has been shared amongst the teaching staff, and the subject co-ordinators are knowledgeable about their areas of responsibility. They use the information effectively to update policies, advise other staff and improve learning resources. They collect evidence about the quality of provision by speaking to pupils, monitoring schemes and discussing pupils' work.
134. The headteacher analyses fully the results of assessment tests, including the results of baseline tests for under-fives, teacher assessments and National Curriculum tests in both key stages. Test results and targets are discussed with governors, and the Governing Body has good knowledge of pupils' development and how the school benchmarks against similar schools, and how it compares with schools both locally and nationally.
135. The school development plan is an effective planning document that includes appropriate priorities and steps for action in order to improve provision. The action plans include appropriate targets, the expected outcomes, timescales and agreed costings. There is appropriate use of evidence produced through self-evaluation. Effective consideration is given to financial implications and the school ensures that suitable strategies and resources are in place in order to attain the targets set.
136. During the last few years, the self-evaluation process has led to activities which have moved the school forward in several directions, including developing information and communications technology and the Foundation Phase.
137. The self-evaluation report is a comprehensive document that focuses appropriately on many relevant elements regarding the seven key questions, which are the basis of this inspection. The school's analysis is based on relevant evidence and this evidence was available to inspectors. The inspection team agreed with all the grades given by the school for the key questions.
138. Overall, the school has made good progress since the last inspection. It has successfully responded to most of the key issues noted in the report, namely improving provision for under-fives, ensuring that lessons have clear aims, and offering further training to the classroom assistants. Nevertheless, the attention paid to aspects of differentiating tasks for pupils of differing ages and abilities within classes is not sufficiently consistent.

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

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

139. The inspection team's findings concur with the school's judgement in its self-evaluation report.
140. The school has a good supply of teaching staff. As well as the headteacher, there is a further full-time teacher, and both have appropriate qualifications and experience to deliver the curriculum. They are well supported by part-time teachers who cover for the headteacher when undertaking administrative duties, and also for teachers' planning, preparation and assessment periods. These teachers make an effective contribution to the curriculum offered to the pupils through their subject specialisms. The school has responded well to the requirements of workforce remodelling. Statutory requirements are met, and resources are managed efficiently. There are appropriate arrangements to reduce teachers' administrative and clerical tasks.
141. Effective use is made of the 'athrawes fro' for Welsh as well as peripatetic music teachers who offer additional opportunities for enriching pupils' experiences. The school also invests well in a number of classroom assistants, who provide good support in several contexts. The whole staff works effectively as a team.
142. The job descriptions given to all members of staff offer a clear outline of their responsibilities. The whole staff attend a good range of training sessions, including some as members of the school cluster. This has a positive effect on developing their skills, their understanding, and the experiences provided for the pupils.
143. The accommodation is sufficient for the number of pupils on roll and it is in good condition. Lately, the under-fives and key stage 1 pupils' class has moved to a more appropriate room. There is extensive use of the vacant classroom for a variety of activities, including support for groups of pupils with additional educational needs. The new library is also located in this room. There is no hall for delivering elements of the physical education programmes, but the school makes use of a leisure centre and the secondary school's site to provide appropriate experiences for pupils.
144. There is a suitable playground for playing and recreation activities. There is also a good quality soft play area for the under-fives and key stage 1 pupils. Further plans are in place to extend the outdoor provision for the under-fives as well as creating a garden and an open-air classroom. Overall, effective use is made of the school site. The caretaker keeps the building and the site clean and tidy.
145. The school has an adequate supply of resources that are used well to promote the schemes of work and to enrich pupils' experiences. There is an interactive whiteboard in both classes and an adequate supply of computers. Resources for under-fives are generally good. Regular reviews are held to ensure the adequacy and suitability of resources. The displays, which contribute to creating a stimulating environment, are a good feature of the school.

146. The headteacher and the school support officer ensure that daily routines operate effectively.
147. Expenditure is regularly and effectively reviewed by the headteacher and the governors. The school's budget, additional grants, including those from the diocese, and generous contributions from the parents' association are used effectively. The school ensures that spending decisions are well linked to priorities and schemes for further development. The focus on expanding information and communications technology resources and the foundation phase are examples of how expenditure has had a positive effect on moving the school forward. The school provides good value for money.

### **School's response to the inspection**

148. The governors, headteacher and staff are proud of the outcomes of the inspection report and are pleased that the inspection team identified so many good features in our school.
149. The report acknowledges the effective leadership, the good collaboration between a committed staff, the good range and quality of the learning experiences provided for pupils, and the efficient management of all resources. We appreciate that the report highlights the caring ethos of the school, the special working relationship between staff and pupils, and the very good behaviour of our pupils. We also appreciate the recognition given to the effective partnership between the school, the parents, the community and other schools.
150. The staff and governors will prepare an action plan in order to address the recommendations made. The action plan will be sent to all parents and the governors' annual report to parents will report on the progress that is being made.
151. The staff, governors, parents and pupils wish to thank the inspectors for their professionalism and courtesy in undertaking the inspection.

## Appendix 1

### Basic information about the school

Name of school	Llanfynydd Voluntary Aided Primary School
School type	Foundation Phase/Primary
Age-range of pupils	4-11
Address of school	Llanfynydd Carmarthen Carmarthenshire
Postcode	SA32 7TQ
Telephone number	01558668476

Headteacher	Mr D Williams
Date of appointment	1 September, 2006
Chair of governors/ Appropriate authority	Rev. P Johnes
Registered inspector	Miss D Morris
Dates of inspection	24-25 February, 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	12	2	3	4	4	3	4	32

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	3	2.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	-	95.3%	95.6%
Summer 2008	-	91.8%	93.9%
Autumn 2008	-	92.9%	94.9%

Percentage of pupils entitled to free school meals	7%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 1:

<b>National Curriculum Assessment KS1 Results 2008</b>	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of key stage 1 was fewer than five, summary information is not included		

### National Curriculum Assessment Results

#### End of key stage 2:

<b>National Curriculum Assessment KS2 Results 2008</b>	Number of pupils in Y6	4
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

## Appendix 4

### Evidence base of the inspection

Three inspectors spent the equivalent of five inspection days at the school and they met as a team before the inspection. A nominee was not part of the team.

These inspectors visited:

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

Members of the inspection team had meetings with:

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

The team also considered:

- the school's self-evaluation report;
- 19 responses to the parents' questionnaire with most highly supportive of the school;
- documents prepared by the school before and during the inspection;
- a wide range of pupils' previous and present work; and
- samples of pupils' reports.

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

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Appendices, Key Questions 1, 2a, 4 and 5
Mr Brinley Jones Team Inspector	Key Questions 2b, 3, 6 and 7
Mr Dylan Jones Lay inspector	Contributions to key questions 1, 2, 3, 4 and 7
Mr Dafydd Williams Headteacher	Attending meetings and providing information

### Acknowledgement

The inspection team would like to thank the governors, the headteacher, the staff, pupils and parents for their cooperation throughout the inspection.

### Contractor:

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