

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

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

**Llanmiloe C.P. School  
Llanmiloe  
Pendine  
Carmarthenshire  
SA33 4TU**

**School Number: 6692119**

**Date of Inspection: 15 April 2008**

**by**

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Llanmiloe C.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 Llanmiloe C.P. School took place between 15/04/08 and 17/04/08. An independent team of inspectors, led by Jeffrey Harries undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	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. Llanmiloe County Primary School is a small school situated on the outskirts of the village of Llanmiloe, serving a coastal area on the A4066 between Laugharne and Pendine. The local community is mainly English speaking and not one of the pupils speaks Welsh on entry. The school has been designated a category B school according to the language policy of Carmarthenshire local education authority (LEA). The school considers that the area from which the pupils are drawn is neither prosperous nor economically disadvantaged.
2. Education is provided for pupils between the ages of 3 and 11, with 36 pupils on roll, a fall of 28% since the last inspection with approximately 25% having received pre-school education; all pupils are of white ethnicity. Around 17% of the pupils are entitled to free school meals, a figure which is similar to the average for Wales (17.5 %) and slightly higher than the Carmarthenshire average(15.2%). At present, there are nine pupils on the Special Educational Needs (SEN) register, none of whom carries a statement.
3. Pupils are taught in two classes, one for early years children and key stage 1 pupils, and the other for all key stage 2 pupils. They are taught by one full-time and two part-time teachers. However, during the inspection, owing to the long-term absence of one of the part-time teachers, pupils were taught by the other two teachers on a full-time basis. A part-time higher learning teaching assistant (HLTA) supports pupils with SEN for 16.5 hours per week.
4. The two buildings contain four classrooms, a dining room, store and cloakrooms and extensive hard and grassed play areas. Since September 2007, under the intended policy of the LEA, the governing body has formed a joint body of governors with a neighbouring primary school to plan, influence and ensure smooth progression towards proposed amalgamation. The headteacher of the neighbouring school is also the present acting headteacher on a two-year contract, sharing her duties equally between both schools.
5. The school was last inspected in June 2002.

### The school's priorities and targets

6. It is the aim of the school to provide for the full social, moral, emotional, physical and intellectual development of the pupils and to:
  - develop pupils to their full potential;
  - provide a safe environment; and
  - offer a wide range of experiences through a broad and balanced curriculum.
7. The focus for the present academic year is to:
  - raise standards in literacy, numeracy;
  - enhance Welsh second language provision;
  - modify schemes of work to comply with the Foundation Phase and curriculum 2008;
  - further develop whole-school assessment procedures and a pupil tracking system; and

- review and restructure the staffing of the school.

## Summary

8. Llanmiloe County Primary School provides a happy and caring environment where pupils work and play together happily. It is managed by a supportive governing body. The acting headteacher and staff work conscientiously towards ensuring the school's clear values. The inspection team agreed with the judgements made by the school in five of the seven key questions with the other two awarded a lower grade. The school has made satisfactory progress since the last inspection. However, a number of key issues identified in the last inspection report have not been successfully addressed.

### Table of grades awarded

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

### Pupils' standards of achievement

9. Pupils' standards of achievement in the areas of learning and the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	60%	40%	0%	0%

10. These percentage figures are well below the national average of 80% Grade 2 or better, as published in Her Majesty's Chief Inspector's (HMCI) report for 2006-2007.
11. The overall quality of the educational provision for children under five years of age is good, and children make good progress towards the Desirable Outcomes for Children's Learning.
12. The majority of pupils with SEN makes appropriate progress towards achieving the targets set for them.

**Grades for standards in subjects inspected:**

13. In key stage 1 and key stage 2, in the subjects inspected, standards of achievement are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 3	Grade 3
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3
Religious education	Grade 2	Grade 3

14. In the early years, nursery and reception children listen attentively to their teacher and support staff. Their skills in speaking, reading and writing develop well, commensurate with age and ability. Children's personal, social and learning skills develop well.
15. In key stage 1 and key stage 2, the majority of pupils listen attentively, however, a minority is often inattentive and does not listen to teachers' instructions. Standards and progress in the key skill of speaking are good. Standards in reading and writing are good with some shortcomings. In reading, a significant number lacks confidence and older key stage 2 pupils do not use reference books sufficiently for research and investigation. Pupils do not write extensively with overuse of worksheets constraining their creativity. Standards and progress in the use of numeracy and information and communications technology (ICT) are good and creative skills are good. Pupils' personal, social and learning skills develop well.
16. Pupils' skills in bilingual competence have good features which outweigh shortcomings. Pupils' attitudes in speaking Welsh are good, however, they do not speak regularly and extensively across the curriculum.
17. At the end of key stage 1 and key stage 2, in 2007, as the number of pupils eligible for assessment was fewer than five, summary information is not included.
18. In the early years, children make good progress towards fulfilling their potential and moving on to the next stage of learning. In both key stages, the majority makes steady progress in attaining their potential. They are enthusiastic learners who enjoy their work and play, however, a minority has limited skills in concentrating for extended periods.
19. Overall pupils' behaviour across the school is good. Pupils are considerate, friendly and courteous towards each other, staff and visitors. No pupils have been excluded during the last academic year.
20. Good features outweigh shortcomings in attendance levels. The average attendance during the three terms prior to the inspection was 92.8%. This is slightly below county and national averages and the WAG target of 93%. Overall, pupils' punctuality at the time of the inspection was good and registers are marked in accordance with requirements and conform to statutory requirements.
21. Pupils participate in a variety of events and services within their community.

## The quality of education and training

22. In the lessons observed during the inspection, 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>
11%	58%	31%	0%	0%

23. The quality of teaching is below the Welsh Assembly Government (WAG) target of teaching to be 80% Grade 2 or better by 2010 and also below the national average reported by HMCI in his annual report for 2006 - 2007. Nationally, the quality of teaching is good in 80% of lessons, with 14% of lessons having outstanding features. Examples of good teaching were observed in both classes.

24. Throughout the school there are good working relationships between teachers and pupils. Teachers treat pupils equally, consistently and fairly. Pupils and members of staff clearly like and respect one another.

25. Overall teachers have a secure subject knowledge in relation to most of the subjects they teach. Lessons are generally suitably stimulating and succeed in interesting pupils. However, short-term plans to meet the needs of pupils of differing abilities, procedures to monitor their progress and opportunities to develop their bilingual skills are not sufficiently rigorous.

26. Teachers are enthusiastic and use a variety of teaching strategies and relevant resources. Lesson management strategies are generally appropriate but the absence of learning support assistants (LSAs) in both classes often constrains the quality of teaching and learning.

27. Lessons judged to have good or outstanding features include:

- subject knowledge of a high order;
- high expectations;
- planning of rich experiences;
- very effective use of resources; and
- lessons developing at a very good pace.

28. In lessons allocated a Grade 3, shortcomings include:

- insufficient levels of challenge for a minority of pupils;
- limited opportunities for pupils to evaluate and improve their own learning;
- insufficient support for pupils while they undertake tasks; and
- lessons developing at an inappropriate pace.

29. Good features outweigh shortcomings in assessment, recording and reporting procedures. There are appropriate systems for assessing and monitoring the progress of pupils in the core subjects. Assessment procedures in foundation subjects are more informal with the school in the process of developing more rigorous procedures. Assessment procedures for pupils with SEN are appropriate.

30. Work is regularly marked and, for the most part, constructive comments are often given. Targets in mathematics and English are regularly set for pupils.

Procedures to ensure that pupils play an active role in the process of target setting and evaluating their progress in relation to individual targets are limited.

31. Annual reports to parents comply with statutory requirements. While they outline pupils' skills and achievements well in the core areas, these are insufficiently detailed in some foundation subjects and targets for further development are not clearly noted.
32. The school provides a broad, balanced and relevant curriculum that is accessible to all pupils, including those with SEN. While the learning experiences meet legal requirements, the weekly teaching time for pupils in key stage 2 falls well short of the WAG recommendation as identified in the last inspection.
33. The curriculum provided for the under-fives is appropriate with the forest schools initiative bringing an added dimension to experiences. In key stages 1 and 2, learning experiences appropriately meet the needs and aspirations of learners.
34. There is a clear policy document for the development of pupils' key skills. However, there is insufficient rigour in the planning for their progressive development particularly with regard to listening, reading and writing opportunities in the various subjects.
35. The school's provision for extra-curricular activities includes a yoga club and Urdd activities. Pupils have opportunities to be involved in appropriate visits to enhance their curricular experiences and older key stage 2 pupils have a residential experience. A good range of visitors to the school enrich the curriculum. Homework for the most part is appropriately targeted.
36. The *Cwricwlwm Cymreig* features prominently across the curriculum and in the general life of the school. There are effective and well-focused procedures to develop pupils' knowledge and understanding of other cultures.
37. The promotion of pupils' spiritual and moral development is good with acts of collective worship often led by clergy and visitors contributing well. There are very good social opportunities for effective co-operation within groups in the classroom and good opportunities for pupils to take on responsibilities and exercise initiative through their involvement on the school council. Older pupils have responsibility for the daily fruit shop.
38. The Personal and Social Education (PSE) programme is integrated across the curriculum. While there is a clear policy and effective use made of circle-time, the programme is not formally structured. The community police officer and members of the caring services make important contributions.
39. Parents are supportive of the school. In the pre-inspection meeting and in the limited number of questionnaires returned to the inspection team, most parents expressed high levels of satisfaction and appreciation of the school. A constructive home-school agreement is in place.
40. The quality of the school's links with the local community is strong. Concerts and religious services are held in the community and many pupils have been involved in the local drama club. The community has a very positive and supportive attitude towards the school.

41. Pupils develop a good understanding of sustainable development and the school has gained the eco school green flag award. The school promotes global citizenship well and pupils have a good understanding of the lives of people in different countries.
42. Links with the world of work and business partnerships are very limited and there is no policy. Procedures to promote pupils' entrepreneurial skills are limited and is an area the school has noted for further development.
43. Overall the school provides a supportive and happy environment and contributes well to the well-being of all pupils. The respect shown to pupils, the emphasis on raising their self-respect and the focus on developing an awareness of the needs of others are important elements of the school's life. All the staff know their pupils well and the school provides a good level of personal support. Pupils state that they are confident in turning to adults for help and support and are listened to and treated with respect. Pupils are very proud of their school.
44. Pupils' focus on health promotion is good and the school is working towards Stage 3 of the health-promoting school programme. One of the school's special features is the activities organised to develop everyone's awareness of healthy living and eating. Through the efforts and co-operation of the cook, the school offers a healthy lunch menu and a fruit shop is organised during morning break.
45. The school has an appropriate health and safety policy. Risk assessment procedures are in place relating to school visits, however, no such assessment has been undertaken of parents bringing vehicles onto the school grounds at the end of the school day. The acting headteacher is the responsible person for child protection, however, the policy does not name a second person to be responsible in her absence and she is the only staff member to have received training.
46. Good features outweigh some shortcomings in the school's provision for pupils with SEN. The school generally adheres to the SEN code of practice and while it has appropriate strategies to identify pupils with SEN, procedures are not undertaken rigorously. Work matched to the needs of pupils with SEN and more able pupils are not a consistent feature in short-term planning.

### **Leadership and management**

47. The acting headteacher provides caring leadership and has a developing overview of the life and work of the school. She has a clear sense of the immediate priorities for development. She is supported by dedicated staff and governors.
48. Analysis of performance data and the tracking of pupils' progress are limited resulting in standards not having improved since the last inspection. These have been identified by the school as areas for development. Limited use is made of benchmark information to compare the school's performance with that of other schools. Whole-school quantitative targets are set each year for pupils in year (Y) 1 and Y5.
49. Analysis of performance data and the tracking of pupils' progress are limited and have been identified by the school as areas for development. Limited use is made of benchmark information to compare the school's performance with that of other schools.

50. The school development plan (SDP) is detailed and clearly sets out the school's priorities with good on-going evaluation of progress.
51. The management of individual staff is developing with the implementation of performance management procedures. Recent staff appraisal procedures are beginning to contribute well to the professional development of teachers.
52. The governors are supportive of the school and fulfil their duties, however, the school prospectus and the governors' annual report to parents do not fully conform to statutory requirement. The governing body is guided very effectively by an enthusiastic and hard working chairman. Their role in monitoring the quality of provision is less well developed with individuals insufficiently linked to curricular subjects.
53. The acting headteacher and staff are committed to raising standards. All staff are involved in the self-evaluation process, with consideration given to the viewpoints of governors, parents and learners.
54. In evaluating pupils' work, monitoring the quality of subjects being inspected has been undertaken by curriculum co-ordinators and this process is being extended to include all other subjects. Portfolios of pupils' work across the curriculum are being gathered and this work is also at a developmental stage.
55. The school works closely with the LEA link adviser. Regular reviews are undertaken and give the school a better appreciation of the quality of its provision and the standards achieved.
56. The self-evaluation report produced by the school prior to the inspection is comprehensive. It identifies strengths and weaknesses, and improvements are addressed through the SDP. The inspection team agrees with the school's recognition of its strengths and areas for improvement and with its judgement in five of the seven key questions. It awarded a lower grade in the other two.
57. Since the last inspection, good features outweigh shortcomings in the school's progress in addressing the key issues. It has raised standards in mathematics in key stage 2, revised its aims and objectives, improved the quality of self-evaluation and provision for the under five children and addressed deficiencies in registration procedures and school security. However, in both key stages, standards in English, Welsh second language and music have not improved and pupils in key stage 2 remain without their full national curriculum (NC) teaching time entitlement.
58. The school has a satisfactory supply of teaching staff and are appropriately qualified to deliver the NC; they work effectively as a team in sharing information. There is no provision for LSAs to support the quality of teaching and learning. With the wide age range and diverse needs of pupils in both classes, this has a detrimental effect on the quality of teaching and learning.
59. The accommodation is in good condition with appropriate learning areas, however, nearly half of the classrooms are surplus to need. Effective use is made of the building to display pupils' work. Outdoor facilities are spacious and well maintained.
60. Overall, learning resources in all subject areas are good, however, many reading and reference books are old. There is a good supply of computers and regular use is made of them particularly in key stage 2.

61. The governing body is diligent in its role of reviewing and directing significant areas of expenditure, however, the budget constrains its spending decisions to ensure teaching and learning shortcomings are addressed.
62. The acting headteacher and part-time clerical assistant ensure that the school runs effectively from day-to-day. The school provides satisfactory value for money.

## **Recommendations**

The school needs to:

- R1 raise standards of achievement in English, Welsh second language and music in both key stages and religious education in key stage 2;
- R2 further develop pupils' listening, reading and writing skills across the curriculum;
- R3 ensure that pupils in key stage 2 receive the full NC teaching time which meets WAG recommendations;
- R4 develop links with employers and promote the development of pupils' entrepreneurial skills;
- R5 ensure the child protection policy conforms fully to statutory requirements;
- R6 continue to develop the role of curriculum co-ordinators in monitoring standards of achievement; and
- R7 ensure the school prospectus and governing body annual report to parents fully comply with WAG requirements.

The school is addressing aspects of recommendations one and six in its current SDP.

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

## **Standards**

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

#### **Grade 3: Good features outweigh shortcomings**

63. Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.

### Pupils' standards of achievement

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	60%	40%	0%	0%

64. These percentage figures are well below the national average of 80% Grade 2 or better, as published in HMCI report for 2006-2007.
65. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
66. In key stage 1 and key stage 2, pupils' standards of achievement in the subjects of the NC and religious education are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3
Religious education	Grade 2	Grade 3

67. The majority of pupils with SEN makes appropriate progress towards achieving the targets set for them.
68. In the early years, nursery and reception children listen attentively to their teacher and support staff. Reception age children's skills in speaking, reading and writing develop well, commensurate with age and ability. Children's personal, social and learning skills develop well.
69. In key stage 1 and key stage 2, the majority of pupils listen attentively, however a minority is often inattentive and does not listen to teachers' instructions. Standards and progress in the key skill of speaking are good with pupils thinking and expressing themselves with confidence. Standards in reading and writing are good with some shortcomings. In reading, a significant number lacks confidence and older key stage 2 pupils do not use reference books sufficiently for research and investigation. Pupils do not write extensively with overuse of worksheets constraining their creativity. Standards and progress in ICT are good in both key stages and pupils make good use of computers to support learning, particularly in mathematics. Their use of numeracy across the curriculum is good, mainly in science, history and geography and creative skills are good, mainly in art. Pupils' personal, social and learning skills develop well. Their spiritual, moral, social and cultural development is good; they work collaboratively in problem-solving and investigative exercises.
70. Pupils' skills in bilingual competence have good features which outweigh shortcomings. Pupils' attitudes in speaking Welsh are good; they confidently greet each other, sing songs and discuss weather patterns in daily oral Welsh, however, they do not speak regularly and extensively across the curriculum.
71. At the end of key stage 1 and key stage 2 in 2007, as the number of pupils eligible for assessment was fewer than five, summary information is not included.

72. In the early years, children make good progress towards fulfilling their potential and moving on to the next stage of learning. In key stages 1 and 2, the majority makes steady progress in attaining their potential. They are enthusiastic learners who enjoy their work and play, however, a minority has limited skills in concentrating for extended periods. They work effectively with others. Older pupils have a developing perception of what are the major factors that determine the standards they currently achieve.
73. Overall pupils' behaviour across the school is good. Pupils are considerate, friendly and courteous towards each other, staff and visitors. The majority of pupils knows what is expected of them and behaves responsibly and shows respect for others. No pupils have been excluded during the last academic year.
74. Good features outweigh shortcomings in attendance levels. The average attendance during the three terms prior to the inspection was 92.8%. This is slightly below county and national averages and the WAG target of 93%. The school has not set a target to raise attendance levels. Overall, pupils' punctuality at the time of the inspection was good; this has been influenced by the establishment of a breakfast club. Registers are marked in accordance with requirements and conform to statutory requirements.
75. Pupils participate in a variety of events and services within their community. The curriculum and their knowledge of the world of work are broadened and enhanced by visits and visitors who come to the school to share their experiences and expertise with the pupils. Pupils' active participation in the workplace is limited.
76. Pupils' understanding of equal opportunities issues is developing well and they have a growing respect for the diversity of beliefs, attitudes and cultural traditions within society.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

77. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
78. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	58%	31%	0%	0%

79. The quality of teaching is below the WAG target of teaching to be 80% Grade 2 or better by 2010 and also below the national average reported by HMCI in his annual report for 2006 - 2007. Nationally, the quality of teaching is good in 80% of lessons, with 14% of lessons having outstanding features. Examples of good teaching were observed in both classes.

80. Throughout the school there are good working relationships between teachers and pupils. Teachers treat pupils equally, consistently and fairly. Pupils and members of staff clearly like and respect one another.
81. Overall teachers have a secure subject knowledge in relation to most of the subjects they teach. Lessons are generally suitably stimulating and succeed in interesting pupils. However, short-term planning procedures to meet the needs of pupils of differing abilities and procedures to monitor the progress of these pupils are not sufficiently rigorous. In addition, there is an over-reliance on worksheets as a means of recording pupils' knowledge and understanding in a range of subjects.
82. Lessons observed were well planned and included an appropriate focus on tasks matched to different ages and abilities. The content was interesting and they were well structured and organised. Lessons had clear learning objectives, and in most cases these were consistently and explicitly shared with pupils so that they are clear about what is expected of them. The majority of lessons developed at an appropriate pace and plenary sessions were effective in most lessons.
83. Teachers are enthusiastic and use a variety of teaching strategies and relevant resources. Lesson management strategies were generally appropriate but the absence of LSAs in both classes often constrains the quality of teaching and learning.
84. Good features outweigh shortcomings in teachers' planning and the opportunities they provide for the development of pupils' bilingual skills. While teachers and pupils demonstrate positive attitudes, planning is insufficiently rigorous in ensuring progression.
85. Lessons judged to have good or outstanding features include:
  - subject knowledge of a high order;
  - high expectations;
  - planning of rich experiences;
  - very effective use of resources; and
  - lessons developing at a very good pace.
86. In lessons allocated a Grade 3, shortcomings include:
  - insufficient levels of challenge for a minority of pupils;
  - limited opportunities for pupils to evaluate and improve their own learning;
  - insufficient support for pupils while they undertake tasks; and
  - lessons developing at an inappropriate pace.
87. Good features outweigh shortcomings in assessment, recording and reporting procedures. The school meets statutory requirements for recording and accrediting learners' achievements. Teachers make appropriate use of evidence produced from baseline assessments undertaken with the under-fives and standardised NC tests in key stages 1 and 2 to identify strengths and areas for development and to set targets for pupils. There are appropriate systems for assessing and monitoring the progress of pupils throughout the school in the core subjects. Teachers files include information about the day-to-day development of pupils. Records of achievement folders are now in place for

pupils. The school is in the process of developing more rigorous procedures in this context.

88. While aspects of progress in the foundation subjects and religious education are recorded, assessment procedures in these areas are, for the most part, more informal. Assessment procedures for pupils with SEN are appropriate.
89. While schemes of work identify assessment opportunities, these are not consistently noted in short-term planning and on-going assessment does not inform planning for all abilities in a sufficiently rigorous manner.
90. Work is regularly marked and, for the most part, constructive comments are often given. Targets in mathematics and English are regularly set for pupils. Procedures to ensure that pupils play an active role in the process of target setting and evaluating their progress in relation to individual targets are limited.
91. Annual reports to parents comply with statutory requirements. While they outline pupils' skills and achievements well in the core areas, the focus at times is insufficiently detailed in some foundation subjects. Targets for further development are however not clearly noted.
92. Parents appreciate the school's open-door policy and the twice-yearly opportunities to come to discuss their child's progress and achievements.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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93. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
94. The school provides a broad, balanced and relevant curriculum that is accessible to all pupils, including those with SEN. While the learning experiences meet legal requirements, the weekly teaching time for pupils in key stage 2 falls well short of the WAG recommendation.
95. The curriculum provided for the under-fives is appropriate with the forest schools' initiative bringing an added dimension to experiences in the early years. In key stages 1 and 2, learning experiences appropriately meet the needs and aspirations of learners. There are appropriate policy documents and schemes of work for all subjects that include reference to the common requirements in the NC programmes of study.
96. There is a clear policy document for the development of pupils' key skills. However, there is insufficient rigour in the planning for their progressive development particularly with regard to listening, reading and writing opportunities in the various subjects. Planning for the promotion of creative and problem-solving skills is more effective, with pupils having good opportunities to work in pairs and groups.
97. The school's provision of extra-curricular activities includes a Yoga Club and activities associated with the Urdd movement. Pupils have opportunities to be involved in appropriate visits to enhance their curricular experiences. Older pupils have opportunities to be involved in a residential experience at a local

outdoor pursuits centre. Pupils are involved in the safe routes to school initiative. Visitors to the school enrich the curriculum and include a Welsh author, a theatre group, members of the caring services, local clergy and members of a Christian Centre who visit the school and contribute to collective worship on a fortnightly basis. Homework for the most part is appropriately targeted.

98. There is an appropriate Welsh ethos throughout the school. There are positive attitudes towards the Welsh language although planning to promote progression in bilingual skills across the school is insufficiently developed. The *Cwricwlwm Cymreig* features prominently across the curriculum and in the general life of the school.
99. There are effective and well-focused procedures to develop pupils' knowledge and understanding of other cultures, particularly through studying other religions, through their work in geography and the Comenius project.
100. The promotion of pupils' spiritual, moral and social development is good. Acts of collective worship meet statutory requirements and are often led by clergy and visitors. There are appropriate opportunities for quiet reflection. Acts of worship, religious education lessons and circle-time sessions focus well on caring values. Pupils are aware of those less fortunate than themselves locally and in the wider world and are involved in charitable ventures. There are very good opportunities for effective co-operation within groups in the classroom and good opportunities for pupils to take on responsibilities and exercise initiative through their involvement on the school council. Older pupils have responsibility for the daily fruit shop.
101. The PSE programme is integrated across the curriculum. While there is a clear policy and effective use made of circle-time, the programme is not formally structured. The community police officer and members of the caring services make important contributions. Pupils' focus on health promotion is good and the school is working towards Stage 3 of the health-promoting school programme.
102. Parents are supportive of the school. In the pre-inspection meeting and in the limited number of questionnaires returned to the inspection team, most parents expressed high levels of satisfaction and appreciation of the school. The school benefits from the work of the parent teacher association. The school keeps parents well informed through newsletters and an informative annual report of the governing body. A constructive home-school agreement is in place and the school has established a successful breakfast club.
103. The school works closely with other primary schools in its cluster group. The quality of the pastoral, administrative and curricular arrangements with the receiving secondary school is good. There is a formal partnership with an initial teacher training college.
104. The quality of the school's links with the local community is strong. Concerts and religious services are held in the community and many pupils have been involved in the local drama club. The community has a very positive and supportive attitude towards the school.
105. Pupils develop a good understanding of sustainable development and an awareness of conservation issues through recycling projects as well as planting bulbs and trees in the community. The school has gained the eco school green

flag award. The whole school community demonstrates a commitment to sustainability, conservation and to improving its local environment.

106. The school promotes global citizenship well and pupils have a good understanding of the lives of people in different countries.
107. Links with the world of work and business partnerships are very limited and there is no policy in place. No member of staff has undertaken work experience within an industry or business environment. Procedures to promote pupils' entrepreneurial skills are limited and is an area the school has noted for further development.
108. The school provides appropriate opportunities relating to laying the foundations for lifelong learning and community regeneration, and national priorities are reflected well in its life and work.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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109. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report as shortcomings were identified.
110. Overall the school provides a supportive and happy environment and contributes well to the well-being of all pupils. The respect shown to pupils, the emphasis on raising their self-respect and the focus on developing an awareness of the needs of others are important elements of the school's life. All the staff know their pupils well and the school provides a good level of personal support for individual pupils. Effort and success are celebrated and pupils of all abilities are included well in the life and work of the school.
111. Pupils are confident in turning to adults for help and support and are listened to and treated with respect. Pupils are very proud of their school.
112. The school enjoys a close working partnerships with parents and carers, which is an important feature of the quality of support and guidance offered to pupils. The school provides an open-door policy and deals with issues as soon as practicable. The school works in a close partnership with the LEA and draws on the expertise of external support services when required.
113. Appropriate induction procedures are in place for pupils entering the school at the lower end and joining the school at a later period, with the buddy system making an important contribution.
114. There is a newly-formed school council and members are beginning to take an active part by taking responsibility and agreeing on changes. This has raised their personal levels of confidence and their organising skills.
115. The school monitors pupils' attendance and punctuality and parents are reminded regularly of the importance of good attendance. While there is an attendance policy, the promotion of initiatives to raise attendance limited. Effective polices and arrangements are in place to ensure good behaviour.
116. Pupils' focus on health promotion is good and the school is working towards Stage 3 of the health promoting school programme. One of the school's special features is the activities organised to develop everyone's awareness of healthy

living and eating. Through the efforts and co-operation of the cook, the school offers a healthy lunch menu and a fruit shop is organised during morning break.

117. The school has an appropriate health and safety policy. Risk assessment procedures are in place relating to school visits, however, no such assessment has been undertaken of parents bringing vehicles onto the school grounds at the end of the school day. Supervision of pupils during break and lunch periods is adequate. Both class teachers have received first aid training. Issues relating to health and safety which inspectors identified, were discussed with the governing body.
118. A child protection policy has been adopted. The acting headteacher is noted as the responsible person, however, the policy does not name a second person to be responsible in her absence and she is the only staff member to have received training.
119. Good features outweigh some shortcomings in the school's provision for pupils with SEN. There is an appropriate policy document and the acting headteacher is the special educational needs co-ordinator (SENCO). Pupils with SEN have access to a broad and balanced curriculum. Overall, the majority of pupils makes appropriate progress in relation to specific targets.
120. The school generally adheres to the SEN code of practice and while it has appropriate strategies to identify pupils with SEN, procedures are not undertaken rigorously.
121. While in the main, teachers provide appropriate tasks to match the needs of pupils of all abilities, this is not always the case. Work set for pupils with SEN and more able pupils is not a consistent feature in short-term planning. The LSA who works with pupils on the SEN register in withdrawal sessions provides good support. She has been involved in training to further develop her skills in this field.
122. For the most part the individual education plans (IEPs) written for pupils with SEN are appropriate and contain focused targets which are reviewed periodically. There are opportunities for parents and carers to come to the school to view them and discuss targets and progress. The school has good links with relevant outside agencies and appropriate use is made of the range of expertise offered.
123. Overall, there are appropriate procedures to support those pupils whose behaviour might impede their progress or that of others and the school has worked with a behaviour support team. While there is a clear behaviour policy and procedures which, for the most part are appropriately implemented.
124. The overall provision of equal opportunity is good and the PSE programme and act of collective worship make important contributions.
125. The school recognises the diversity of pupils' backgrounds and all pupils are treated equally and with dignity and respect. Teachers ensure that all pupils have equal opportunities to participate in school activities.
126. The focus on procedures relating to racial equality form part of the equal opportunities policy. The section, however, does not note the reporting procedures to be undertaken should an incident of a racial nature occur. The

school focuses appropriately on the importance of good race relations and effectively celebrates cultural diversity through the curriculum.

127. The school has taken positive action to ensure that pupils with physical disabilities are not treated less favourably. A Disability Equality Scheme and Accessibility Action Plan has been developed and the building is suitable for disabled access.

## **Leadership and management**

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

#### **Grade 3: Good features outweigh shortcomings**

128. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
129. The school's aims and values promote a caring ethos and ensure equality of opportunity for all pupils and staff. The national priority for the inclusion of all pupils is given due attention.
130. The acting headteacher provides caring leadership and has a developing overview of the life and work of the school. She has a clear sense of the immediate priorities for development. She is supported by dedicated staff and governors.
131. Analysis of performance data and the tracking of pupils' progress are limited resulting in standards not having improved since the last inspection. These has been identified by the school as areas for development. Limited use is made of benchmark information to compare the school's performance with that of other schools. Whole-school quantitative targets are set each year for pupils in Y1 and Y5.
132. The school pays good attention to national priorities, for example, it has established a breakfast club, education for sustainable development, global citizenship and healthy eating. There is a good link with other educational providers.
133. The SDP is a detailed plan clearly setting out the school's priorities with agreed time schedules, success criteria and costings identified; on-going evaluation of progress by the acting headteacher is good. New policies and schemes of work have provided a good foundation for the development of curricular progression throughout the school.
134. The management of individual staff is developing with the implementation of performance management procedures. The identification of and the provision for professional development needs are beginning to have a direct impact on the development of curricular areas and standards of work. Recent staff appraisal procedures are beginning to contribute well to the professional development of teachers.
135. The governors are supportive of the school and fulfil their duties, however, the school prospectus and the governors' annual report to parents do not fully conform to statutory requirement. The governing body is guided very effectively

by an enthusiastic and hard working chairman. Governors fully support and co-operate with the acting headteacher and her staff as critical friends. Their role in monitoring the quality of provision is less well developed with individuals insufficiently linked to curricular subjects.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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136. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
137. The acting headteacher and staff are committed to raising standards. All staff are involved in the self-evaluation process, with consideration given to the viewpoints of governors, parents and learners.
138. In evaluating pupils' work, a three-year cycle has recently been implemented. Early findings are shared and the recommendations are included in the present SDP. The role of curriculum co-ordinators is at a developmental stage. Monitoring the quality of subjects being inspected has been undertaken. This process is being extended to include all other subjects. Portfolios of pupils' work across the curriculum are in the process of being gathered.
139. The school works closely with the LEA link adviser. Regular reviews are undertaken and findings identified in the document 'Support and challenge'. These reviews give the school a better appreciation of the quality of its provision and the standards achieved. The school's Basic Skills Agency's Quality Mark was renewed in 2007.
140. The self-evaluation report produced by the school prior to the inspection is comprehensive. It identifies strengths and weaknesses, and areas for improvement are addressed through the SDP. The inspection team agrees with the school's recognition of its strengths and areas for improvement and with its judgement in five of the seven key questions. It awarded a lower grade in the other two.
141. Since the last inspection, good features outweigh shortcomings in the school's progress in addressing the key issues. It has raised standards in mathematics in key stage 2, revised its aims and objectives, improved the quality of self-evaluation and provision for the under-fives and addressed deficiencies in registration procedures and school security. However, in both key stages, standards in English, Welsh second language and music have not improved and pupils in key stage 2 remain without their full NC teaching time entitlement.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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142. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report as shortcomings were identified.

143. The school has an adequate supply of teaching staff and are appropriately qualified to deliver the NC. Owing to budgetary constraints, peripatetic teachers are not employed to support teaching and learning. One HLTA is employed on a part-time basis to support the needs of pupils with SEN and cover for teachers' preparation, planning and assessment (PPA) time. Their job descriptions give a clear outline of their responsibilities.
144. Owing to budgetary constraints, there is no provision for LSAs to support the quality of teaching and learning; this has a detrimental effect on the quality of teaching and learning.
145. Teachers attend a developing range of training courses and this has a positive effect on their skills; further training in music has been identified. Teachers work together effectively as a team to share information.
146. The accommodation is in good condition with appropriate learning areas, however, nearly half of the classrooms are surplus to need. Effective use is made of the building to display pupils' work. The caretaker works hard to keep the school clean and tidy.
147. Outdoor facilities are spacious and well maintained. Hard-surfaced and grassed play areas together with scientific and artistic projects ensure a stimulating learning environment which significantly benefits the pupils.
148. Overall, learning resources in all subject areas are good, however, many reading and reference books are old. There is a good supply of computers and regular use is made of them particularly in key stage 2. The one interactive whiteboard is used well in key stage 2 to support the teaching and learning.
149. The school has adopted effective procedures in managing teachers' PPA time in accordance with statutory requirements.
150. The governing body is diligent in its role of reviewing and directing significant areas of expenditure. The recent LEA audit states that arrangements for managing the budget are appropriate.
151. The acting headteacher and part-time clerical assistant ensure that the school runs effectively from day-to-day. The school provides satisfactory value for money.

## Standards achieved in subjects and areas of learning

### English

**Key Stage 1: Grade 3: Good features outweigh shortcomings**  
**Key Stage 2: Grade 3: Good features outweigh shortcomings**

#### Good features

152. The majority of key stage 1 pupils makes appropriate progress in speaking and listening skills. They listen well to stories and demonstrate an appropriate grasp of vocabulary and basic sentence patterns when answering questions or contributing to discussions on for example, stories they hear or reasons for praying.

153. Younger pupils in key stage 1 are beginning to recognise letter patterns, words and rhymes. Across the key stage, the majority is making appropriate progress in terms of accuracy, fluency and understanding. Most pupils across the key stage are aware of features on the covers of books and are beginning to develop their information-gathering skills.
154. By the end of key stage 1, the majority is beginning to develop as independent writers. They are beginning to demonstrate an awareness of capital letters and full stops as they write sentences, lists and simple dictionaries, stories, simple book reviews and directions.
155. In key stage 2, the majority of pupils makes appropriate progress in speaking clearly and with an increasing range of vocabulary. They contribute well to discussions on, for example, specific class texts which are under focus or the importance of the Bible to Christians.
156. Across key stage 2, the majority of pupils makes appropriate progress in their reading skills. Within relatively narrow confines they read accurately and with appropriate levels of understanding. The more able achieve appropriate standards in discussing authors and the contents of books. The majority of pupils develops appropriate comprehension skills in relation to the specific texts under focus. The majority is beginning to make appropriate progress in relation to higher-reading skills.
157. Throughout key stage 2, pupils make appropriate progress in writing both in terms of content and the conventions of writing. Most younger pupils are beginning to make appropriate use of nouns, adjectives and verbs and respond well in written form to aspects of specific texts. The majority of pupils across the key stage achieves appropriate standards in relation to content and the conventions of writing when they write reports on the visit of a Welsh author, stories, letters, a limited range of poems and accounts.
158. In both key stages, around a half of pupils' handwriting skills are good.

### **Shortcomings**

159. In both key stages, a minority of pupils' listening skills are limited.
160. Across key stage 1 and 2, a significant minority of pupils uses a restricted vocabulary and limited range of sentence patterns in their oral work and in their writing.
161. In both key stages a minority of pupils demonstrates a lack of enthusiasm and a limited confidence in reading.
162. Pupils in both key stages write for a limited range of purposes.
163. In both key stages, around a half of pupils' handwriting skills are underdeveloped.

## Welsh second language

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

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

### Good features

164. In both key stages, pupils demonstrate positive attitudes towards Welsh and respond appropriately when given opportunities to use the language. As they move through the school, pupils develop an increasing confidence in their use of Welsh and make good progress in their pronunciation and intonation.
165. Pupils in key stage 1 make good progress in the skills of speaking and listening. They respond well to instructions, ask and answer questions appropriately and develop a good grasp of a range of sentence patterns and vocabulary.
166. In key stage 1, the majority is making appropriate progress in reading. They read caption and parts of a class story books accurately, with appropriate levels of understanding, and at times with good expression.
167. In key stage 1, pupils are beginning to copy words and phrases relating to familiar vocabulary and sentence patterns.
168. Pupils in lower key stage 2 demonstrate good speaking and listening skills and use a variety of sentence patterns and vocabulary relating to a range of personal information. Using a limited range of familiar patterns, they demonstrate appropriate conversational skills as they ask and answer questions.
169. The majority of pupils in key stage 2 makes appropriate progress in reading in whole-class situations and when reading given texts and dialogues. A minority makes appropriate progress as independent readers.
170. Across key stage 2, the majority of pupils makes appropriate progress in writing as they write phrases and sentences and answer questions relating to personal information.

### Shortcomings

171. The skills of most key stage 2 pupils are limited in relation to holding more extended conversations using familiar sentence patterns.
172. In both key stages, pupils lack confidence in reading independently.
173. Pupils in both key stages make limited progress in relation to more extended writing.

## Mathematics

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

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

### Good features

174. Pupils develop a good mathematical vocabulary across both key stages and have a very good understanding and knowledge of the vocabulary of number in key stage 2.

175. In key stage 1, pupils attain good standards in their understanding of number. They add and subtract correctly and count forwards and back in differently sized steps. Across the key stage, they solve simple problems effectively using a developing range of strategies.
176. Across key stage 1, pupils recognise simple two and three-dimensional shapes and their properties. Their skills in creating simple graphs to record a variety of information are good.
177. In their work on fractions, key stage 1 pupils develop a good understanding of halves and quarters. Able pupils tell the time in quarter of an hour intervals.
178. In key stage 1, pupils' skills in estimating develop well. In their work on weight, younger pupils weigh using non-standard measures while older pupils use standard units of mass with developing accuracy.
179. Across key stage 2, pupils have a secure understanding of positive and negative numbers. They develop flexible and effective methods of mental computation using the four operations when solving problems.
180. Pupils at the lower end of key stage 2 display a good understanding of fractions. By the end of the key stage, they display a good understanding of the connection between fractions, percentages and decimals.
181. Across key stage 2, pupils have a very good grasp of two and three-dimensional shapes and their properties. They develop a good understanding of reflective and rotational symmetries of two-dimensional shapes.
182. By the end of key stage 2 in data handling, pupils display good research skills; they record and discuss data and make graphs to present findings making good use of their ICT skills.

### Shortcomings

183. There are no significant shortcomings, however, in key stage 1, pupils do not regularly record in a variety of ways due to the overuse of worksheets.

<b>Art</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**  
**Key Stage 2: Grade 2: Good features and no important shortcomings**

### Good features

184. Pupils in key stage 1 experiment appropriately with different elements of art including line, colour, pattern and texture. Their colour-mixing skills are developing effectively, evident in their experimentation with primary colours to produce a range of secondary colours. They make appropriate use of art programs on the computer in creating different types of patterns and mixing colours.
185. Pupils in key stage 1 display good skills in using pencils and paint to create self-portraits and portraits of others in their class.
186. Pupils in key stage 1 study the work of local artists such as Catrin Webster and Keith Bayliss. They look at and talk about how they make effective use of colour. In their study of well-known artists, pupils recreate pictures of good quality in the style of Matisse.

187. In key stage 2, pupils regularly use their sketch books to record observations of good quality from the natural and man-made environment around the school.
188. Pupils across key stage 2 focus well on the work of Tim Pugh and experiment in moulding clay and producing interesting artefacts.
189. Pupils in key stage 2 study the work on Peter Prendergast and David Woodford and experiment effectively with oil pastels, charcoal and paint in creating a range of examples of good quality of their own.
190. In their collage work, pupils in key stage 2, evaluate the work of Gwilym Pritchard and Elis Gwyn. Collectively, they produce collages of good quality of buildings.

### **Shortcomings**

191. There are no significant shortcomings, however, in both key stages, pupils' skills in making artefacts in three-dimensions are underdeveloped.

<b>Music</b>
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**Key Stage 1: Grade 3: Good features outweigh shortcomings**

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

### **Good features**

192. Pupils across both key stages have an appropriate repertoire of songs and hymns, including a number of Welsh songs and hymns. In assemblies they sing tunefully, and understand the need to maintain pitch and tempo while singing together to the accompaniment of a CD.
193. Most pupils in key stage 1 listen to songs, music and chants. They organise sounds in response to different stimuli using untuned percussion instruments and sing a rap with developing control of breathing, diction, dynamics and pitch.
194. In key stage 1, most pupils listen to their own performance making broad distinctions within the musical elements.
195. Key stage 2 pupils are developing an increasing understanding of simple musical terms. They work creatively in groups to beat a simple rhythm on glockenspiels to the accompaniment of a CD. They understand well the role of a conductor and can follow a simple score.
196. As an introduction to collective worship, key stage 2 girls maintain a part in a recorder group piece using appropriate playing techniques.
197. All pupils perform in whole-school activities such as concerts, and performing in the community helps to develop pupils' confidence.

### **Shortcomings**

198. In both key stages, pupils' understanding and use of musical terms are limited.
199. In both key stages, pupils' skills in appraising their own performance are limited.
200. No pupils benefit from peripatetic lessons in stringed or wind instruments.
201. Pupils' use of ICT to enhance their music skills is limited across both key stages.

## Religious education

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

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

### Good features

202. In both key stages, pupils develop a good knowledge of stories from the Bible and focus well on moral features associated with them. Pupils in both key stages develop an appropriate understanding of the importance of rules in their daily lives.
203. Pupils in key stage 1 focus well on the stories of Noah, Moses and David and on Jesus' work as a healer. Pupils explore the concept of jealousy well. They focus on aspects of the natural world as part of God's creation and are beginning to develop a good understanding of the importance of special places for people.
204. Key stage 2 pupils have a good understanding of the story of the Good Samaritan in relation to daily living. They focus appropriately on what it means to be a Christian, They are aware of the role of prayer and in particular the importance of the Lord's Prayer. Their awareness of Christian places of worship was enhanced following the experiences of a chapel visit.
205. Key stage 1 pupils are beginning to develop a good awareness of the role of prayer in the Christian religion and relate their understanding well to experiences in collective worship. They have a good awareness of reasons for praying and older pupils are beginning to write their own prayers.
206. Most pupils in key stage 1 develop a good knowledge of features relating to other faiths. They demonstrate a good knowledge of the five different ways which show that Sikhs are following the teaching of their gurus. In their focus on Judaism, they develop a good knowledge of the importance of the Torah scrolls and of artefacts linked to their reading in the synagogue.
207. Pupils in key stage 2 are aware of the importance of holy books in various faiths. They focus well on the Bible and demonstrate a good understanding that the Old Testament chronicles the history of the Jewish people and that the New Testament focuses on Jesus' life and work. They are aware of different types of Bibles and of the importance of the work of William Morgan in translating the Bible into Welsh.
208. In their work on other faiths, key stage 2 pupils begin to develop a basic awareness of the importance of the Mosque and the five pillars of Islam to the Muslim faith.

### Shortcomings

209. Key stage 2 pupils' knowledge of other faiths is insufficiently developed.
210. In key stage 2, pupils' use of religious artefacts to enhance their knowledge of features relating to various faiths is limited.
211. Key stage 2 pupils' skills of communicating their knowledge and understanding in a variety of ways is limited.

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

The school was invited to respond to the inspection report, however, on this occasion, it declined to do so.

## Appendix 1

### Basic information about the school

Name of school	Llanmiloe C.P. School
School type	Community
Age-range of pupils	3 – 11
Address of school	Llanmiloe Pendine Carmarthenshire
Postcode	SA33 4TU
Telephone number	01994 453217

Acting headteacher	Mrs Ann Jones
Date of appointment	September 2007
Chair of governors	Rev Dr Keith Littler
Registered inspector	Jeffrey Harries
Dates of inspection	15 – 17 April 2008

## 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	5	1	4	4	3	7	8	4	36

Total number of teachers		
Number of teachers	Full-time	Part-time
	1	3
	Full-time equivalent (fte)	
	2.5	

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1.25

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Spring 2008	70.5%	93.8%
Autumn 2007	85.7%	93.4%
Summer 2007	92.7%	91.1%

Percentage of pupils entitled to free school meals	17%
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 2007</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 2007</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

The school was inspected by a team of three inspectors and a peer assessor who were present in the school for a total of six inspection days.

Before the inspection:

- meetings were held with the acting headteacher, staff, governing body and six parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 10 questionnaires that were returned were analysed and the team considered the results; 96% of the responses were positive, and
- school documentation was examined.

During the inspection:

- evidence was gathered based on inspecting classes in a total of 19 lessons or sessions across the age range;
- other observations were undertaken including collective worship, registration, play time and lunch time;
- discussions were held with pupils on aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils reading;
- inspectors examined pupils' work from each age group, in addition to work in the classroom and work displayed around the school; and
- post-inspection meetings were held with the acting headteacher, staff and governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Jeffrey Harries Registered Inspector	Context Summary, recommendations and appendices, Key questions 1,5, 6 and 7 mathematics art music
Mr Brinley W Jones Team Inspector	Key questions 2, 3 and 4 English Welsh second language religious education
Mrs Deris Williams Lay Inspector	Contributions to key questions 1, 3, 4 and 5
Mr Gari Davies Peer Assessor	Inspecting lessons
Mrs AnnJones Acting headteacher and nominee	Attending meetings

### ***Acknowledgement***

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

#### **Contractor:**

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