

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

A Report on the Quality of Education in

**Maesybont C.P. School
Maesybont, Llanelli.
SA14 7SU.**

School Number: 6692002

Date of Inspection: 10/02/09

by

**Dr David G Evans
78706**

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Maesybont 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 Maesybont C.P. School took place between 10/02/09 and 12/02/09. An independent team of inspectors, led by Dr David G Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Maesybont Primary is a small school located in the village of Maesybont, near Gorslas, Llanelli, and it receives pupils from the village and the surrounding area.
2. Carmarthenshire Local Authority has designated the school a Category A school, so that pupils at key stage 1 are educated entirely through the medium of Welsh; English is introduced as a subject at key stage 2. The aim is to ensure that pupils are bilingual by the end of key stage 2. Currently, no learner is from a home where Welsh is the spoken language. Around 12 per cent are from a mixed ethnic background.
3. The school indicates that the area is neither prosperous nor economically disadvantaged. Two learners are registered as being entitled to free school meals, which amounts to 11 per cent of the school population, and this is below national and local averages.
4. There are currently 17 pupils on roll aged 4-11. Children enter the reception class full time at the start of the term in which they celebrate their fourth birthday.
5. Children's attainment on entry to the school represents the full range of abilities. At present there are no pupils on the special educational needs (SEN) register.
6. The school, which was built in 1878, has two classrooms and a dining room. At present, there are two full-time teachers, both of whom were present at the last inspection, and no support staff. However, as a result of budgetary changes, the school now faces an uncertain future.
7. As a result of adverse weather conditions, this inspection was undertaken a week later than scheduled.
8. The school was last inspected in February, 2003.

The school's priorities and targets

9. The school's priorities for 2008-2009 are:
 - to maintain present staffing levels;
 - to ensure that the Foundation Phase and the new skills-based curriculum are fully integrated in the school;
 - to prepare for the Estyn inspection while the Local Authority prepares for its strategic review of the school; and

- to continue to develop the physical education curriculum.

Summary

10. Maesybont is a good school with outstanding features in the quality of teaching and the learning experiences provided for pupils.

Table of grades awarded

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

11. The inspection team's judgements matched the school's in six out of the seven key questions. They differed in key question two because the team identified a significant number of outstanding features in teaching.
12. As the number of pupils eligible for teacher assessment at the end of key stage 1 was less than 10 in 2008, only the overall performance indicator is included. The core subject indicator (CSI), which is the percentage of pupils attaining at least level two in Welsh first language, mathematics and science in combination, was above both national and local averages. When the 2008 results are compared with similar schools, using the free school meals' indicator, results in Welsh first language were well below average, while those in mathematics and science were well above average. The CSI was below average. There is no clear trend in performance because of the fluctuating number of pupils assessed each year. In 2008 girls outperformed boys in Welsh.
13. As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included. When the 2008 results are compared with similar schools, using the free school meals' indicator, results in the four subjects and in the CSI were well above average. Over the last three years the trend in performance has remained high. In 2008 boys performed very well in the four core subjects.

14. Standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	70%	0%	0%	0%

15. These figures considerably exceed the national average reported by Her Majesty's Chief Inspector (HMCI) in Annual Report for 2007-2008 where standards are Grade 2 or better in 84 per cent of lessons and Grade 1 in 12 per cent.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh first language	Grade 1	Grade 1
Science	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Art and design	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

16. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
17. All children under five make outstanding progress in speaking, listening, early reading and writing through the medium of Welsh and in their personal and social education (PSE) skills. Their progress in mathematical skills, information communication technology (ICT), problem-solving and creative skills is good with no important shortcomings.
18. In key stage 1 all pupils make outstanding progress in Welsh communication and PSE skills. Their progress in mathematical, ICT, problem-solving and creative skills is good with no important shortcomings.
19. In key stage 2 all pupils make outstanding progress in Welsh and English communication skills and in bilingual competence, as well as in PSE skills. Their progress in mathematical, ICT, problem-solving and creative skills is good with no important shortcomings.
20. The progress that learners make in their personal, moral, social and wider development is outstanding. All pupils are well behaved and are invariably courteous and polite to each other and to visitors.
21. Attendance is normally above the national average for primary schools. However, the small number of pupils means that an outbreak of a contagious disease can have an impact on the school's figures, as occurred during the autumn term 2008. Whole-school attendance for the last three terms prior to the inspection averages 93.5%. All arrive on time at the start of the school day.

The quality of education and training

22. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	57%	0%	0%	0%

23. These figures considerably exceed the national picture reported by HMCI in his Annual Report for 2007-2008. Nationally the quality of teaching is Grade 2 or better in 83 per cent of lessons and outstanding in 16 per cent.
24. Examples of outstanding features observed in the best lessons include: high expectations of what pupils can achieve; excellent use of time and pace and appropriate changes of activity; a sensitive appreciation of all pupils' efforts; a precise match between individual pupils' abilities and the level of challenge in the tasks presented to them; and a consistent focus on thinking, reasoning and investigative skills.
25. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The overall quality of assessment is good and teachers use a variety of strategies to assess and record pupils' progress in the core subjects. However, the assessment process is less rigorous in the foundation subjects.
26. The school meets the needs of the range of pupils very well and provides a broad, balanced and relevant curriculum, which is fully accessible to all pupils and fully complies with statutory requirements. The school provides very well for pupils' spiritual, moral, social and cultural development. Acts of collective worship fully meet requirements.
27. The quality of the cwricwlwm Cymreig is outstanding and pupils show pride in their Welshness. The Welsh heritage is very actively promoted in such subjects as history, art and design, music and geography.
28. The quality of care, support and guidance for pupils is consistently good: pastoral care is a major strength of the school. Pupils are cared for, guided and supported well in a school community, which has a warm, family atmosphere.
29. Policies and arrangements relating to the health, safety and welfare of pupils are good and staff are alert to issues relating to the well-being of pupils whilst at school.
30. The school promotes social inclusion well. All learners, irrespective of their race, ability or social background, are valued as individuals and integrated into a cohesive community.

Leadership and management

31. The head teacher has a clear vision for the school and leads it with commitment, diligence and determination. A positive and enthusiastic team spirit is clearly apparent and the school is a happy environment for staff and pupils alike.
32. The governing body (GB) is a knowledgeable, positive force for improvement. Governors are well informed on all aspects of school life and help the head teacher to set the school's strategic direction.
33. The school's self-evaluation process is comprehensive and accurately identifies strengths and weaknesses. The self-evaluation report that the school produced prior to the inspection is a concise, informative document, to which staff and governors contributed.
34. All the key issues for improvement identified in the last inspection report have been effectively addressed. The school has, therefore, made good progress since the last inspection.
35. The school has an appropriate number of teachers who are suitably qualified. They have a good range of expertise and experience.
36. Currently, there are no support staff in school and the existing part-time teacher will soon be lost as a result of financial constraints.
37. The school has appropriate resources to meet its needs in all curriculum areas. The internal accommodation is generally adequate for the number of pupils on roll and work areas are well used.
38. Financial management is rigorous and priorities are set by the head teacher and the GB's finance committee. However, financial constraints beyond the school's control are imposing additional burdens on the budget and staffing levels. All available resources are effectively managed so that the school achieves good value for money.

Recommendations

In order to improve further, the school needs to:

- R1 implement improvements identified in the school development plan (SDP);
- R2 continue to refine and develop assessment procedures in line with the foundation phase and the skills-based curriculum; and
- R3 continue to seek clarification on the future of the school.

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

- 39. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 40. Statistical analysis of the school's results in teacher assessments is applied with caution, because the number of pupils entered for assessment is usually very small and fluctuates from year to year. This means that one pupil's attainment is often a far higher percentage of the total than is the case normally.
- 41. As the number of pupils eligible for teacher assessment at the end of key stage 1 was less than 10 in 2008, only the overall performance indicator is included. The CSI, which is the percentage of pupils attaining at least level two in Welsh first language, mathematics and science in combination, was above both national and local averages. When the 2008 results are compared with similar schools, using the free school meals' indicator, results in Welsh first language were well below average, while those in mathematics and science were well above average. The CSI was below average. There is no clear trend in performance because of the fluctuating number of pupils assessed each year. In 2008, girls outperformed boys in Welsh.
- 42. As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included. When the 2008 results are compared with similar schools, using the free school meals' indicator, results in the four subjects and in the core subject indicator were well above

average. Over the last three years the trend in performance has remained high. In 2008 boys performed very well in the four core subjects.

43. Standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	70%	0%	0%	0%

44. These figures considerably exceed the national average reported by HMCI in his Annual Report for 2007-2008 where standards are Grade 2 or better in 84 per cent of lessons and Grade 1 in 12 per cent.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh first language	Grade 1	Grade 1
Science	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Art and design	Grade 1	Grade 1
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

45. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
46. Baseline assessment indicates that children enter school with attainment and skills that are about average. They make good progress in line with their age and ability.
47. All children under five make outstanding progress in speaking, listening, early reading and writing through the medium of Welsh and in their PSE skills. Their progress in mathematical skills, ICT, problem-solving and creative skills is good with no important shortcomings.
48. In key stage 1 all pupils make outstanding progress in Welsh communication and PSE skills. Their progress in mathematical, ICT, problem-solving and creative skills is good with no important shortcomings.
49. In key stage 2 all pupils make outstanding progress in Welsh and English communication skills and in overall bilingual competence, as well as in PSE skills. Their progress in mathematical, ICT, problem-solving and creative skills is good with no important shortcomings.
50. The vast majority of pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding and achieve well over time.
51. Pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are

generally good. The vast majority work diligently in lessons; they are keen to join in the activities prepared for them and are enthusiastic in their work.

52. Nearly all pupils develop a good understanding of what they are doing and what they need to do to improve. They understand the objectives of most lessons and what they are trying to achieve. The vast majority know their targets for improvement in the core subjects and are well prepared for the next stage in their learning.
53. The vast majority of pupils develop the skills to work independently and to take responsibility for their own learning. They work extremely well together in pairs and groups, taking on different roles in order to organise activities fairly and effectively.
54. The progress that learners make in their personal, moral, social and wider development is outstanding and gives them a secure set of values to guide them. They very successfully develop their personal values, together with a respect for, and an understanding of, the values of others. The high priority given to PSE in lessons, assemblies and in every other aspect of school life helps learners develop an excellent sense of right and wrong and the importance of honesty and caring for others. Most learners reflect carefully on a variety of issues and think deeply about their experiences.
55. The vast majority of learners have a good awareness of equal opportunity issues. They show respect for the beliefs of different faiths and an appreciation of other cultural traditions, especially those of Sri Lanka. They take an active part in the life and work of the school through the school council and Eco activities. They develop effective skills to work as part of a team and as members of the school community.
56. All learners are well behaved and are invariably courteous and polite to each other and to visitors. They respond well to the efforts of members of staff to raise their self-image through positive praise. They demonstrate pride in their personal successes and in those of the school in general.
57. The school is very much at the heart of the local village community and is involved with most of the events it runs. As a result, learners develop self-confidence and social skills that enable them to cope with the eventual move to the wider world and to prepare well for participation in the workplace and the community. They raise funds for local and national causes and visit many different places, such as agricultural and local businesses: this ensures that they have a good understanding of community-related and global issues.
58. Attendance is normally above the national average for primary schools. However, the small number of pupils means that an outbreak of a contagious disease can have an impact on the school's figures, as occurred during the autumn term 2008. Whole-school attendance for the last three terms prior to the inspection averages 93.5%. All arrive on time at the start of the school day. There were no temporary exclusions during the last year.

The quality of education and training

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

Grade 1: Good with outstanding features.

59. The findings of the inspection do not match the judgement of Grade 2 made by the school in its self-evaluation report because the team identified a significant number of outstanding features in the quality of teaching.

60. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	57%	0%	0%	0%

61. These figures considerably exceed the national average reported by HMCI in his Report for 2007-2008. Nationally, the quality of teaching is Grade 2 or better in 83 per cent of lessons and Grade 1 in 16 per cent.

62. The quality of teaching has improved markedly since the last inspection in 2003.

63. Throughout the school, teachers use a very good range of teaching methods and approaches and make lessons very interesting and stimulating. There are very good working relationships in every classroom and teachers treat pupils equally and fairly.

64. Teachers very successfully use a wide variety of resources that stimulate pupils' interest and curiosity and help them learn. In all classes, they enable pupils to develop independence in their learning and to record their activities in a wide variety of forms.

65. Examples of outstanding features observed in the best lessons include:

- high expectations of what pupils can achieve;
- excellent use of time and pace and appropriate changes of activity throughout the lesson, so that pupils' interest is maintained and remains focused;
- a sensitive appreciation of all pupils' efforts, which makes them feel valued and encourages them to do their best;
- a precise match between individual pupils' abilities and the level of challenge in the tasks presented to them; and
- a consistent focus on thinking, reasoning and investigative skills

66. Teachers' planning is very detailed, builds well on pupils' previous learning and caters very effectively for the range of abilities in the class.

67. The school successfully recognises the language needs of learners in a community where few people speak Welsh and where the home language of

the pupils is English. One of the school's strengths is the promotion of bilingual competence and the support that pupils receive is outstanding. Members of staff make every effort to promote incidental Welsh throughout the school day.

68. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The overall quality of assessment is good and it is used consistently to inform planning. Assessment strategies enable the school to identify pupils' strengths and to highlight areas for development. Information gained from assessment is used effectively to meet children's needs.
69. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects and aspects of English, mathematics and science are assessed termly at the end of each key stage. This ensures that the school has a clear picture of each pupil's achievement. However, the assessment process is less rigorous in the foundation subjects and religious education.
70. Data from a range of standardised tests are thoroughly analysed to assess the progress and achievements of individuals and this enables the school to identify shortcomings and trends in different subject areas and it helps to focus priorities for long-term planning. A pupil tracking system provides additional information on pupils' performance as they progress through the school.
71. The system for setting and recording individual pupil targets is good. Discussions between teachers and pupils when creating the targets ensure that pupils play a positive role in the process of assessment and improving progress. Work is marked regularly and diligently and, in the best practice, comments offer guidance on how pupils can improve their work and move forward.
72. The school has formulated effective and detailed subject portfolios in the core and foundation subjects and these are very helpful resources when making judgements regarding standards and moderating pupils' work.
73. Good arrangements have been established to standardise and moderate teachers' assessments at the end of each key stage. The school is involved in clusters of local schools where staff meet to consider assessment issues.
74. Annual reports to parents comply with statutory requirements and are of a good quality. They provide information on standards achieved and indicate how improvements can be made. Pupils and parents also contribute to the annual process by writing comments on the progress made. Parents are formally welcomed to two annual meetings to review their child's progress and they greatly appreciate the open door policy that exists in the school.

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

Grade 1: Good with outstanding features.

75. The findings of the inspection team match the judgement of grade 1 made by the school in its self-evaluation report.
76. The outstanding features of this key question include the:
- breadth, balance and flexibility of learning experiences which meet learners' needs and interests;
 - variety of strategies to promote learners' spiritual, moral, social and cultural development;
 - very strong partnerships with parents, the community and other interested parties; and
 - excellent promotion of the cwricwlwm Cymreig and pupils' bilingual skills.
77. The provision ensures equal access to a broad and very well balanced curriculum that is relevant to the needs and abilities of pupils. Knowledge and understanding are developed very well throughout the curriculum, which builds effectively and systematically on the skills that pupils already possess. Statutory requirements are fully met.
78. Across the academic year an appropriate amount of time is given to each subject. The overall framework for the curriculum includes detailed long and medium-term planning. This promotes appropriate breadth, progression and continuity in pupils' learning. The implementation of schemes of work is kept carefully under review and the school is now developing its provision further to encompass the new skills-based curriculum at key stage 2. The school has already produced detailed plans for the implementation of the Foundation Phase.
79. There are rigorous and effective short-term strategies in place to map opportunities to develop the key skills in all subjects and the school is planning to develop these still further in the near future. This provision has developed well since the last inspection and the integrated, whole-school approach is having a marked impact on pupils' achievement.
80. Curricular provision emphasises the importance of learning from first-hand experience. Very well planned visits to places of educational interest, for example, in history, geography and science, have a significant impact on standards achieved. The provision is also enriched by the contribution of visitors to the school, which include both individuals and educational groups.
81. A suitable range of extra-curricular activities broadens learners' experiences and makes a significant contribution to the holistic development of each pupil. Pupils represent the school in sporting teams and participate in local musical productions.

82. The school provides very well for pupils' spiritual, moral, social and cultural development. It has created an ethos in which the vast majority of pupils enjoy school. This is reflected in the way in which they work together and show mutual respect. The very strong emphasis placed upon ensuring that they are polite to one another and to members of staff and visitors is an outstanding feature. Their attitudes to learning are healthy and enthusiastic. Personal responsibility, making choices and service to others are examples of themes that encourage social, moral and spiritual development. The school effectively promotes an appreciation of other cultures, particularly through art and design, music and geography.
83. Collective worship makes a positive contribution to pupils' understanding of their self-worth and effectively develops their sense of community and corporate identity within the school. It fulfils statutory requirements.
84. The school makes excellent provision for pupils' PSE. The coverage of themes is successfully integrated throughout the curriculum and there are frequent opportunities for pupils to take responsibility for others and for themselves.
85. The quality of the cwricwlwm Cymreig is outstanding and pupils show pride in their Welshness. Throughout the school most discuss a range of characters from the world of sport and culture, who are closely associated with the modern Welsh identity. The Welsh heritage is very actively promoted in such subjects as history, art and design, music and geography.
86. There are very strong partnerships with parents in this close-knit and friendly village. The school's partnership with the local community, other schools and the church is especially vibrant. These outstanding links enrich the life and work of the school and enhance pupils' learning experiences.
87. Members of staff are successful in tackling any form of social disadvantage and a strong emphasis on developing learners' key skills helps to improve self-esteem and confidence.
88. The school's commitment to work-related education is effective. A range of productive partnerships with local employers and relevant agencies enriches pupils' learning well. Entrepreneurial skills are well developed and pupils are involved in design, finance and market projects.
89. The school successfully promotes pupils' knowledge and understanding of sustainable development and the need to care for the environment. Concepts such as energy conservation and recycling are threaded through the curriculum and pupils are actively encouraged to become involved in various school initiatives. A very pleasant feature of the school is the environmental and garden area where pupils successfully grow different vegetables. The school's progress in this area has been recognised by the award of the Eco Green Flag.
90. Pupils' understanding of global citizenship is developed well in PSE, geography, assembly topics and talks by visitors to the school and through supporting international charities.

91. The school is successfully laying the foundations for lifelong learning and community regeneration and national priorities are well reflected in pupils' work.

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

Grade 2: Good features and no important shortcomings

92. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
93. The quality of care, support and guidance for pupils is consistently good; pastoral care is a major strength of the school. Pupils are cared for, guided and supported well in a school community, which has a warm, family atmosphere. The head teacher and staff make notable contributions to this aspect of the school's work. There is a caring ethos in which members of staff speak respectfully to each other and to pupils. Members of staff create a welcoming ambience, in which the contributions of pupils are clearly valued.
94. All adults in the school know the learners and their families well and the resulting, secure and purposeful relationships underpin the school's strong values. Pupils say that teachers are friendly and approachable and that they are confident that they can approach any member of staff for help if they need it. Older pupils say that they feel safe and happy in school and parents support this view.
95. The school has developed very effective partnerships and close working relationships with parents and carers. This enhances the care, support and guidance for pupils. Parents' views are sought through questionnaires and meetings. Good account is taken of their views in reviewing policies and planning future developments.
96. The school council is well established and extremely effective. Councillors are pro-active and enthusiastically encouraged to communicate their ideas and findings to the school community. They are actively encouraged to accept responsibilities. The council is a good forum where pupils' concerns, ideas and opinions are sought.
97. There are suitable policies and procedures in place to monitor pupils' attendance and punctuality. The school works closely with the education welfare officer and attendance targets are set and monitored rigorously.
98. Induction arrangements for the under-fives are carefully planned and help children settle well into school life. Pupils move from one class to another easily and, in this small school, they know their teachers very well.
99. The provision for personal guidance and support is good with no important shortcomings. It is well planned to ensure that good attention is given to issues such as health and personal safety.

100. Policies and arrangements relating to the health, safety and welfare of pupils are good and pupils understand the importance of healthy eating and a balanced diet. Education for the development of healthy lifestyles is a priority and outside agencies and professionals make regular contributions to this aspect of pupils' learning. Play equipment at lunchtimes helps promote active playtime and health and fitness.
101. Members of staff are trained in emergency first-aid. Risk assessments are conducted and members of staff are alert to issues relating to the well-being of pupils whilst at school.
102. The school has suitable child protection policies and procedures in place, which ensure that all learners are closely monitored and are safe, secure and happy in school. The head teacher is the nominated person. Regular audits are used to check that staff training is regularly updated. The ethos of the school is one in which children and young people are valued, listened to and taken seriously.
103. Although there are no pupils with additional learning needs (ALN), including those with special educational needs (SEN), currently registered in school, overall the provision is good. Arrangements are in place throughout the school for the early identification and diagnosis of the needs of individual pupils, should the need arise, and teachers are well focused on meeting pupils' learning needs. The school works closely with outside agencies and seeks expert advice where necessary.
104. The school has effective policies and procedures for recognising and taking account of pupils' backgrounds. It promotes social inclusion well. All learners, irrespective of their race, ability or social background, are valued as individuals and integrated into a cohesive community.
105. Inspection evidence shows that pupils' individual education plans are of good quality and members of staff, with the support of the Special Educational Needs Co-ordinator, are fully involved in preparing and implementing these plans. The school has always ensured that parents and pupils are fully involved in preparing and reviewing them.
106. The school actively monitors and promotes good behaviour and there is effective support for pupils whose behaviour could impede their own progress and that of others. The school has agreed strategies to deal appropriately with any such incidents. These are, however, rare because staff are alert to the early signs of difficulties and act purposefully to tackle these.
107. The school is fully committed to equal opportunities and members of staff strive to ensure that pupils, whatever their background, ability, need or ethnicity, have equal access to the wide range of activities.
108. The promotion of pupils' understanding of diversity and race relations is effective and appropriate policies and procedures are in place. There are

effective measures to eliminate oppressive behaviour; values, such as mutual respect and tolerance, are sensitively and consistently promoted.

109. The school's disability equality scheme and action plan are well implemented and every effort is made to ensure that any disabled pupils who might attend the school are treated equally and do not suffer from less favourable treatment. All pupils have full access to the school buildings.

Leadership and management

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

Grade 2: Good features and no important shortcomings

110. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
111. The head teacher has a clear vision for the school and she leads it with commitment, diligence and determination. She has gained the trust and confidence of members of staff and has successfully initiated a number of important improvements in the quality of the provision.
112. A positive and enthusiastic team spirit is clearly apparent and the school is a happy environment for staff and pupils alike. Members of staff share a common sense of purpose and are increasingly contributing to the achievement of shared goals. In this very small school, the role of subject leader is successfully shared between the two teachers and they play an increasing part in managing the subjects and areas for which they are responsible.
113. Central to the school's ethos is that pupils always come first. This is reflected in the outstanding quality of teaching and the positive relationships within the school. All required policies and guidelines are in place to direct its development. The views of those with an interest in the school, including pupils and parents, are seriously considered and equality of opportunity is evident in the school's work.
114. Full consideration is given to national priorities, local partnerships and developments within the cluster of schools, such as transition arrangements, sporting activities and promoting healthy schools. The school has made a good start in establishing the Foundation Phase and developing the skills-based curriculum at key stage 2.
115. All who work at the school are aware of administrative procedures and lines of communication are clear. Members of staff meet regularly to share information and discuss strategies and the school day proceeds in an efficient manner.
116. Systems to support, develop and improve the performance of staff are well developed. Performance management procedures are embedded in the life of the school and targets set have had a positive influence on school

improvement. Members of staff have the opportunity to discuss their performance and training requirements with the head teacher.

117. The GB is a knowledgeable, positive force for improvement. Many governors are experienced in their understanding of the traditions of the community served by the school. Governors are well informed on all aspects of school life and help the head teacher effectively in setting the school's strategic direction.
118. The GB helps to shape the aims, vision and strategic direction of the school with appropriate targets for development in the school's development plan (SDP). Financial resources are carefully managed and monitored in order to implement these priorities. The GB fulfils its statutory and legal requirements.

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

Grade 2: Good features and no important shortcomings

119. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
120. A positive culture of self-evaluation has been established so that members of staff actively seek advice and value one another's expertise and strengths.
121. There is a regular, well-focused timetable for monitoring and evaluating the quality of planning, teaching and pupils' work. Subject leaders carefully analyse performance trends in the core subjects and the progress pupils make from their entry to school, in order to ensure the maintenance and improvement of good standards.
122. The overall results of subject leaders' monitoring activities are inserted as targets in the SDP in order to aid whole-school improvement. Significant strategies have been implemented to improve pupils' performance in key skills, such as literacy and numeracy. This has clearly resulted in pupils communicating with much greater confidence as they move from the early years to the end of key stage 2.
123. Good account is taken of the views of everyone who has an interest in the school's work. Members of staff listen to pupils' suggestions informally, as well as through formal channels of communication, such as the school council, and respond appropriately with improvements in many areas, including the Eco activities.

124. The school's self-evaluation process is comprehensive and accurately identifies its strengths and weaknesses. The self-evaluation report that the school produced prior to the inspection is a concise, informative document, to which staff and governors contributed. The overall judgements of the report match those of the inspection team in six out of the seven key questions. The only mismatch is in key question 2, where the inspection team judged that the overall standard of teaching is outstanding.
125. The school has a very good sense of where improvements are needed. Appropriate priorities are highlighted in the SDP and supported through adequate allocation of resources by the GB. The quality of planning for improvement is good and well focused and has already resulted in measurable improvements in key aspects of the school's provision.
126. All the key issues for improvement identified in the last inspection report that were a focus in the current inspection have been effectively addressed. The school has, therefore, made good progress since the last inspection.

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

Grade 2: Good features and no important shortcomings

127. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
128. The school has an appropriate number of teachers who are suitably qualified. They have a good range of expertise and experience, which is used well.
129. Currently, there are no support staff in school and the existing part-time teacher will soon be lost as a result of financial constraints.
130. A range of training opportunities and visits ensures that teachers' needs and school priorities are met. Staff benefit from appropriate training that improves their expertise in different curricular areas and has a positive impact on standards. In addition, whole-school training addresses priorities indicated in the SDP.
131. All members of staff have clear job descriptions. There is good supervision at meal times and ancillary staff are well aware of strategies relating to unacceptable behaviour and emergencies. Kitchen staff and midday supervisors also make important contributions to the school.
132. Periods for teachers to have time for planning, preparation and assessment (PPA) are covered effectively. Close liaison between the teacher who covers most lessons and class teachers ensures that pupils benefit from her interests and expertise and that there is continuity in the provision and maintenance of good standards. The school uses its resources for workforce remodelling well.
133. The school secretary carries out her duties efficiently and effectively, but she works for only three hours each week. The school is well maintained and clean.

134. The school has appropriate resources to meet its needs in all curriculum areas. The school library has good potential for supporting pupils' learning. There is a sufficient number of modern computers for pupils' use.
135. The internal accommodation is generally adequate for the number of pupils on roll and the work areas are well used. Attractive wall displays in shared areas and classrooms celebrate pupils' work effectively; they are stimulating, informative and provide good learning experiences for pupils. In recent times the school has worked hard to provide additional resources and play areas for Foundation Phase children.
136. Financial management is rigorous and priorities are set by the head teacher and the GB's finance committee. However, financial constraints beyond the school's control impose additional burdens on the budget and staffing levels. All available resources are effectively managed so that the school achieves good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

137. In both key stages all pupils respond enthusiastically to the challenging targets set for the effective use of language in various settings. Their progress in language skills is outstanding.
138. Standards of speaking are outstanding for the vast majority of pupils at both key stages. Pupils use unfamiliar vocabulary with ease and exchange ideas confidently and enthusiastically in discussions. They reason and offer opposing arguments on many topics.
139. Listening skills are outstanding in both key stages. All pupils demonstrate respect for one another and their teachers. In group and class work, they listen intently in order to move the discussion along expediently.
140. Reading standards are outstanding in both key stages. The vast majority of pupils read aloud with facility and meaningfully. They glean information from a range of sources for use in their oral and written work. They read a range of books independently and most undertake detailed research on stimulating projects.

Good features

141. Standards of creative writing are good in both key stages and most pupils have the necessary language resources to produce impressive pieces of prose.
142. The vast majority of pupils undertake a variety of extended writing tasks for different audiences. Their work displays progress from year to year with regard to an understanding of grammar, syntax and vocabulary.
143. The majority of pupils display a good understanding when discussing and writing about set texts.

Shortcomings

144. There are no important shortcomings.

Science

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

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

Good features

145. In both key stages all pupils undertake a range of practical and investigative work on a regular basis. They understand and follow the scientific process of planning, experimenting and evaluating well and use relevant templates to record their questions, needs and evidence. They have good recall of previous learning and they answer questions knowledgeably, producing accurate answers based on what they have learnt.
146. In key stage 1 most pupils develop a good understanding of a fair test and they explain what has to change and what has to remain constant. Their understanding increases as they progress through the school, so that in key stage 2 they manipulate a range of variables to ensure consistent and accurate results.
147. Nearly all pupils develop an increasing scientific knowledge across the attainment targets of the National Curriculum as they progress through the school; by the end of key stage 2 they have a good understanding of life processes and living things, materials and their properties and physical processes.
148. In key stage 1 most pupils understand about simple reversible and irreversible changes, for example, when materials are heated or cooled. They successfully investigate a range of materials and their properties, and where they come from. They appreciate the need for exercise and healthy eating in relation to keeping fit and they have a good understanding of living things and why it is important to care for them.

149. In key stage 2, older pupils distinguish carefully between different types of food groups linked to their studies. They explain the properties of solids, liquids and gases and they have a secure understanding of evaporation and condensation.
150. Pupils record their results accurately and in a variety of ways using diagrams, matrices and tables. Older pupils make accurate predictions from data presented in different forms, such as graphs.

Shortcomings

151. There are no important shortcomings.

Design technology

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

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

Good features

152. All pupils in both key stages use equipment safely and they are aware of risks and dangers associated with various tools.
153. In key stage 1 most pupils are skilful at cutting, folding and joining materials. They work individually and in small groups to produce good quality designs.
154. In key stage 1 most pupils produce an effective menu and, during their visit to Swansea market, they choose appropriate fruit and vegetables for their selected meals.
155. Key stage 1 pupils understand that different vehicles have different purposes. They show good design skills in drawing a vehicle, which is fit for purpose, listing all the materials they will need, and they evaluate whether their finished models are similar to their original designs and how they can improve them. They experiment with different ways to make parts of their vehicle move, light up and make a noise.
156. All pupils in key stage 2 design and produce very effective bridges. They consult practising civil engineers and spend time with them at their workplace in order to understand the intricacies of construction. The finished products are of good quality and displayed in prominent positions in the school.
157. All pupils in key stage 2 design and produce a large, impressive model of the 'Iron Man', which stands life-like in their classroom. This is designed to represent the 'Iron Man' from Ted Hughes' work, which they study in literacy.
158. All pupils evaluate their work carefully and sensibly discuss it in class. They work as a team and develop effective investigative and problem-solving skills in design and technology work.

Shortcomings

159. There are no important shortcomings.

Art and design

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

160. In both key stages all pupils display outstanding standards in appreciating and researching different forms of art.
161. In both key stages all pupils have an outstanding understanding and knowledge of a wide range of European and international artists. They enthusiastically discuss the works of Mark Chagall, William Morris and others.
162. Nearly all pupils in both key stages have a very effective appreciation of different artistic cultures, such as African and American traditions.
163. In key stage 2 all pupils have a very good appreciation of Italian Renaissance art and especially the works of Guiseppe Arcimboldo.

Good features

164. In both key stages, all pupils have a good understanding of colour, shape, form, line, texture and tone and they apply them effectively.
165. All pupils use a variety of media and techniques well and produce attractive collages in the style of Tony Cragg.
166. Most pupils in key stage 1 produce effective paintings of landscapes and patterns. They experiment well with paint, coloured pencils and pastels when creating portraits.
167. In key stage 2 all pupils have a good knowledge and understanding of Welsh artists, such as Cefyn Burgess and John Elwyn, and they emulate their works effectively.
168. All pupils regularly attend workshops in Carmarthen and effectively compare their work with that of the artists. They discuss and write about the mood of the paintings they study and make sensible evaluations of each other's works.

Shortcomings

169. There are no important shortcomings.

Music

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

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

Good features.

170. In both key stages most pupils sing well. Key stage 1 pupils sing a wide range of songs with enthusiasm and a growing awareness of correct pitch. By the end of key stage 2, they control their breathing well and modify dynamics whilst singing an increasing variety of songs.
171. Nearly all pupils in key stage 1 begin to display a good knowledge and understanding of musical elements and terms, such as pitch, timbre and dynamics. They demonstrate an increasing awareness of the characteristics of tuned and untuned instruments and confidently use a wide range of instruments loudly or quietly.
172. In key stage 1 most pupils differentiate effectively between high and low sounds and provide simple accompaniment to their compositions or songs. Most show a good awareness of the need to follow a conductor when performing their compositions.
173. In key stage 2 most pupils further develop their knowledge and understanding as they correctly imitate intricate rhythmic patterns. Most demonstrate a good awareness and understanding of musical terms and they correctly identify instruments.
174. The vast majority of pupils in key stage 2 work well together to create good group compositions, using voice along with body and untuned and tuned instruments.
175. Nearly all key stage 2 pupils confidently identify how instruments and sounds can be used to create mood and effect. They develop a good awareness of how ICT can be used to enhance the quality of compositions and performances.
176. In both key stages the vast majority of pupils appraise one another's performances well, offering perceptive comments as to how a piece of work can be improved.
177. Pupils' vocal and instrumental performing skills across both key stages are effective and they perform well in front of their peers and in the community.
178. The vast majority of pupils in both key stages play various musical instruments and display a good understanding and appreciation of music.

Shortcomings

179. There are no important shortcomings.

Physical education

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

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

180. Only one lesson was observed during the inspection. However, both key stages were present for this lesson in a community hall and a wide range of skills were inspected. In addition, inspectors scrutinised teachers' planning, talked to pupils about their skills and interviewed the specialist teacher who teaches both key stages.

Good features

181. In both key stages all pupils have a good awareness of the beneficial effects that exercise has on their bodies.

182. By the end of key stage 1 all pupils have an effective understanding and appreciation of a good range of physical activities. They warm up and cool down appropriately before and after exercise. They remember and repeat simple skills and movements well and they recognise that it is important to be active.

183. Key stage 1 pupils listen and follow instructions promptly in their lessons. They show good hand and eye co-ordination when practising various skills.

184. In their dance lessons the vast majority of pupils in both key stages share and create movements successfully with a partner and in small groups. They repeat, remember and perform these movements well.

185. By the end of key stage 2 most pupils develop their skills well. They perform actions with more consistent control and quality. Most increasingly evaluate their work well, identifying what makes a performance effective and, where appropriate, suggesting sensible improvements.

186. Key stage 2 pupils work well together in practice sessions and they adapt and refine their movements effectively as they transfer weight, balancing and turning carefully as they do so.

Shortcomings

187. There are no important shortcomings.

School's response to the inspection

188. The Head teacher, Governors and Staff would like to thank the Inspectors for conducting the inspection in such a courteous, professional and good humoured manner. We thank them also for the clarity of the written report.
189. We take pride in the fact that the inspectors appreciated the warm family atmosphere of the school, where pupils feel that they are valued and listened to. We also take pride in the fact that the standard of teaching was found to be outstanding, as is the part the school plays in the life of the community.
190. We will, through the co-operation of Staff and Governors, produce an action plan in response to the inspection recommendations. We will report on the progress made to all stakeholders on a regular basis.

Appendix 1

Basic information about the school

Name of school	Maesybont C.P. School
School type	Primary
Age-range of pupils	4-11
Address of school	Maesybont, Llanelli, Carmarthenshire
Postcode	SA14 7SU
Telephone number	01269 842266

Headteacher	Mrs Jessica Lewis
Date of appointment	June 2000
Chair of governors/ Appropriate authority	Mr Haydn Lewis
Registered inspector	Dr David G Evans
Dates of inspection	10-12 th 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	1	3	4	1	6	1	1	0	17

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0.2	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	7.7
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	8.5
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn, 2008	N/A	86.54	90.06
Summer, 2008	N/A	97.83	96.3
Spring, 2008	N/A	93.09	93.9

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2008	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83.3%	In Wales	80.7%

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	3
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 a total of six inspector days in the school. A team meeting was held prior to the inspection. The school was unable to appoint a nominee and there was no peer assessor present for the duration of the inspection.

The team inspected:

- 14 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- 7 parents'/carers' questionnaires, of which 100.0% per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection;
- a variety of current and past pupils' work; and
- the school received a near final draft of the report for comments and responses before the final publication.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans, Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2, 5 and 6 science, design technology and music
Mr Enir Morgan, Team Inspector	Key Questions 3, 4 and 7 Welsh first language, art and design and physical education
Mr Gwilym Davies, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7

Acknowledgement:

The inspection team would like to thank the governors, head teacher, members of staff and pupils for their co-operation and courtesy throughout the inspection.

Contractor:

E.L.L.I.S. (Cymru) Ltd.,
Jasmine Enterprise Centre,
Unit 1,
Treseder Way,
Cardiff,
CF5 5BQ