

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

A Report on the Quality of Education in

**Mynyddygarreg Primary School
Heol yr Ysgol
Mynyddygarreg
Kidwelly
Carmarthenshire
SA17 4RL**

School Number: 6692112

Date of Inspection: 20 May 2008

by

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

The inspection of Mynyddygarreg Primary School took place between 20/05/08 and 22/05/08. 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:

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. The school is situated in the village of Mynyddygarreg near Kidwelly. It serves the village and the surrounding district. The locality is described as one that is neither prosperous nor economically disadvantaged. The school is categorised as an A category school by Carmarthenshire Local Education Authority (LEA) with Welsh as the medium of education in key stage 1 and in the vast majority of subjects in key stage 2.
2. Currently, the school has 34 pupils on roll, including seven nursery age children, the same as during the last inspection. Nearly all pupils are of white ethnicity and English is the predominant language spoken at home by 90%. Around 27% of pupils in key stage 2 have recently been registered, all of whom are from English speaking homes. The school states that on entry, the attainment of the majority of children is below average in language and mathematics.
3. Nine pupils (24%) have been identified by the school with additional educational needs (AEN); this is slightly above the national and local average with one pupil carrying a statement of AEN. Approximately 29% of pupils are entitled to receive free school meals, a figure significantly higher than the Carmarthenshire (15.2%) and all Wales (17.5%) averages.
4. Pupils are taught in two mixed-age classes. The entry of nursery age children is controlled and administered by Carmarthenshire LEA.
5. The school was last inspected in September 2002 with no significant changes since then.

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 Welsh and mathematics;
 - improve pupils' information and communications technology (ICT) skills;
 - ensure sufficient resources for the foundation phase;
 - further develop the role of the governing body in monitoring the provision; and
 - reference the school library.

Summary

8. Mynyddygarreg Primary School provides a happy and caring environment. It is managed by a supportive governing body. The headteacher and staff work conscientiously to ensure that the school has clear values which are implemented in practice. The inspection team agreed with the school's judgement in five of the seven key questions with the remaining two awarded a lower grade. Overall, the school has made satisfactory progress since the last inspection in addressing the key issues identified. It has raised standards of achievement substantially in design and technology. However, standards have not improved in Welsh in key stage 2 and mathematics in both key stages.

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 2
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 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 3
7 How efficient are leaders and managers in using resources?	Grade 2

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
8%	62%	30%	0%	0%

10. These percentage figures are 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 the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
12. In key stage 1 and key stage 2, pupils' standards of achievement in the subjects of the National Curriculum (NC) are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
English	Not applicable	Grade 2
Mathematics	Grade 3	Grade 3
Design and technology	Grade 2	Grade 1
History	Grade 2	Grade 2
Music	Grade 2	Grade 2

13. The majority of pupils with AEN makes appropriate progress towards achieving the targets set for them.
14. In the early years, nursery and reception children listen attentively to their teacher and support staff. Reception children's skills in speaking, reading and writing in Welsh develop well. Children's personal, social and learning skills develop well.
15. In key stage 1, pupils' standards of achievement in the key skills of listening and reading in Welsh are good. Their speaking and writing skills across the curriculum are not as well developed. Pupils' use of their numeracy and ICT skills across the curriculum are good, as is their progress in their creative and problem-solving skills.
16. In key stage 2, pupils' listening and reading skills are good in Welsh and English. They speak well in English across the curriculum but are reluctant to speak at length in Welsh. Writing skills are less well developed in English and Welsh, with worksheets constraining creativity. They make good use of their numeracy and ICT to promote learning. Their creative skills are good, as are their personal, social and learning skills.
17. Pupils' bilingual skills in key stage 2 are good with some shortcomings. The majority does not speak at length in Welsh, preferring to speak mainly in English when responding to teachers' questioning in Welsh.
18. At the end of key stage 1 in 2007, pupils' attainment according to teacher assessment in mathematics and science was well above local and national averages but lower in Welsh. When compared with similar schools across Wales, school performance is in the bottom 50% but above the lowest performing 25%.
19. At the end of key stage 2 in 2007, no pupils were eligible for assessment. In 2006, pupils' attainment according to teacher assessment in English, mathematics and science was well above local and national averages and slightly below in Welsh. When compared with similar schools across Wales, school performance was in the top 25% of performing schools.
20. In the early years, key stages 1 and 2, the majority makes steady progress in attaining their potential. Pupils' behaviour across the school is good.
21. Good features outweigh shortcomings in attendance levels with the average attendance during the three terms prior to the inspection being 93.15%. Pupils' punctuality at the time of the inspection was good. Registers are marked in accordance with requirements and conform to statutory requirements.
22. Pupils make good progress in their personal, moral, social and wider development.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	65%	23%	0%	0%

24. These figures are slightly below the national average reported by HMCI in his annual report for 2006-2007. Nationally, the quality of teaching is good or better in 80% of lessons, with 14% having outstanding features.

25. Throughout the school there are good working relationships between teachers, support staff and pupils. Teachers have good subject knowledge and appropriate use is made of learning support assistants (LSAs).
26. Good features outweigh shortcomings in teachers' lesson plans. Planning to meet the needs of pupils of differing abilities is not entirely consistent across the curriculum. Planning for the development of key skills in individual subjects is not always sufficiently comprehensive and rigorous.
27. Lessons judged to have outstanding features include:
 - subject knowledge of a high order;
 - high expectations;
 - high quality planning of rich experiences;
 - lessons developing at a very good pace; and
 - lesson aims shared very effectively with pupils.
28. In lessons allocated a Grade 3, shortcomings include:
 - a lack of rigour in planning;
 - insufficient focus on matching tasks to pupils' abilities;
 - lessons developing at an inappropriate and ineffective pace; and
 - lost opportunities to develop pupils' grasp of the Welsh language.
29. The school meets statutory requirements for assessment, recording and reporting procedures in the core subjects. However, in some foundation subjects, they are of a more informal nature.
30. While pupils' work is regularly marked the practice of identifying ways forward for pupils is not always consistent. Annual reports to parents comply with statutory requirements.
31. The school provides a broad, balanced and relevant curriculum that is accessible to the full range of pupils. However, in key stage 2, there is a lack of clarity with regard to the medium of teaching and learning in some subjects, and this constrains pupils' progress in relation to their developing grasp of the Welsh language.
32. The early years' curriculum focuses appropriately on the Desirable Outcomes for Children's Learning and the experiences offered meet the needs and interests of young children well.
33. Good features outweigh shortcomings in planning for the development of key skills. Opportunities to promote Welsh speaking and extended writing skills across the curriculum in Welsh and English are insufficient.
34. Appropriate visits are arranged to a range of venues to enhance work in various subjects. The provision of extra-curricular activities during lunch times and after school is however very limited. Homework for the most part is appropriately targeted.
35. The school promotes *Y Cwricwlwm Cymreig* and the heritage of Wales well. There are effective and well-focused procedures to develop pupils' knowledge and understanding of other cultures.

36. The promotion of pupils' spiritual, moral and social development is good. Acts of collective worship conform to statutory requirements with visiting clergy contributing well.
37. 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 sessions, the programme is not formally structured.
38. Parents are supportive of the school. A constructive home-school agreement is in place. The quality of the school's links with the local community is good.
39. The school has few links with local employers and limited opportunities are afforded to develop pupils' entrepreneurial skills.
40. There is an effective policy and suitable arrangements in place to develop pupils' understanding of sustainable development.
41. The school is a welcoming, and caring community, in which pupils are well supported. It makes a good contribution to the well-being of pupils and the education provided meets the needs and range of pupils.
42. Pupils are very pleased with opportunities to serve on the school council and demonstrate a growing awareness of the importance of its role and of the opportunities it gives for them to be involved in decision-making.
43. The school has clear policies and procedures relating to health and safety and child protection.
44. Overall the school's provision for pupils with additional educational needs (AEN) is good. The majority of pupils makes appropriate progress in relation to specific targets.
45. The school focuses appropriately on the importance of good race relations. However, reporting procedures to be undertaken should an incident of a racial nature occur are not noted in the policy.
46. The school has an appropriate policy and action plan for accessibility and appropriate steps are taken to ensure that disabled pupils are not treated less favourably. However, the Disability Equality Scheme has not been formalized with no set outcomes and evaluation procedures.

Leadership and management

47. The school's aims and values promote a caring ethos and ensure equality of opportunity for all pupils and staff. The headteacher provides caring leadership and has a good overview of the life and work of the school. She has a clear sense of the priorities for development. She is very ably supported by the key stage 2 teacher, other staff and governors.
48. Analysis of performance data and the tracking of pupils' progress is on-going resulting in standards having improved since the last inspection in design and technology. Whole-school quantitative targets are set. However, they have not impacted significantly on raising standards of achievement in Welsh in key stage 2 and mathematics in both key stages.
49. The detailed school development plan (SDP) clearly sets out the school's priorities with agreed time schedules, success criteria and costings identified.

50. The management of individual staff is good with the implementation of performance management procedures.
51. 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. Governors fully support and co-operate with the 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.
52. The 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.
53. In judging its own success and monitoring its performance, the school uses a developing range of strategies. The monitoring process does not concentrate sufficiently on evaluating pupils' standards of achievement.
54. The school works closely with the LEA link adviser. Regular reviews are undertaken which give the school a better appreciation of the quality of its provision and the standards achieved.
55. The self-evaluation report produced by the school prior to the inspection is comprehensive. The inspection team agrees with the judgements made by the school in five of the seven key questions with the remaining two judged a lower grade.
56. Overall, the school has made satisfactory progress since the last inspection in addressing the key issues identified.
57. The school has an outstanding supply of teaching staff and employs peripatetic teachers and support staff to aid the learning. They work effectively together as a team.
58. The school building is in satisfactory condition. Dampness penetrates certain areas and guttering at the rear of the school is in poor condition. Effective use is made of the accommodation to display pupils' work.
59. Overall, there is a range of good resources for the curriculum and pupils make effective use of them. There is a satisfactory supply and use of computers throughout the school.
60. Spending decisions are well linked to priorities in the school plans. The governing body is diligent in its role of reviewing and directing significant areas of expenditure.
61. The headteacher and staff ensure the school runs effectively and efficiently from day-to-day. The school provides good value for money.

Recommendations

The school needs to:

- R1 raise standards in Welsh in key stage 2 and mathematics in both key stages;
- R2 develop further pupils' key skills of speaking in Welsh and writing in Welsh and English across the curriculum;

- R3 further develop links with the world of work and further develop pupils' entrepreneurial skills;
- R4 further develop self-evaluation procedures of the standards pupils achieve; and
- R5 address the statutory obligations identified in the report, in order to meet the Welsh Assembly Government's requirements.

The school is currently addressing the first recommendation 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 2: Good features and no important shortcomings

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

Pupils' standards of achievement

- 63. Overall, the standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	62%	30%	0%	0%

- 64. These percentage figures are 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 are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 3
English	Not applicable	Grade 2
Mathematics	Grade 3	Grade 3
Design and technology	Grade 2	Grade 1
History	Grade 2	Grade 2
Music	Grade 2	Grade 2

- 67. The majority of pupils with AEN 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 in Welsh develop well, commensurate with age and ability. Children's personal, social and learning skills develop well.

69. In key stage 1, pupils' standards of achievement in the key skills of listening and reading in Welsh are good. Their speaking and writing skills across the curriculum are not as well developed. Pupils' use of their numeracy and ICT skills across the curriculum are good, as is their progress in their creative and problem-solving skills.
70. In key stage 2, pupils' listening and reading skills are good in Welsh and English. They speak well in English across the curriculum but are reluctant to speak at length in Welsh. Writing skills are less well developed in English and Welsh, with worksheets constraining creativity. They make good use of ICT to promote learning. Numeracy skills are used well across the curriculum and are evident in science, design and technology and history. Their creative skills are good, as are their personal, social and learning skills.
71. Pupils' bilingual skills in key stage 2 are good with some shortcomings. By the end of the key stage, pupils make good use of details in one language to convey the essence of the meaning in another language. They read texts in one language and present a number of tasks based on them in another language. However, the majority does not speak at length in Welsh, preferring to speak mainly in English when responding to teachers' questioning in Welsh.
72. At the end of key stage 1 in 2007, pupils' attainment according to teacher assessment in mathematics and science was well above local and national averages but lower in Welsh. There was no significant variation between boys and girls. When compared with similar schools across Wales, school performance is in the bottom 50% but above the lowest performing 25%.
73. At the end of key stage 2 in 2007, no pupils were eligible for assessment. In 2006, pupils' attainment according to teacher assessment in English, mathematics and science was well above local and national averages and slightly below in Welsh. When compared with similar schools across Wales, school performance was in the top 25% of performing schools. There was no significant variation between boys and girls.
74. 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 and work effectively with others. Older pupils have a developing perception of what are the major factors that determine the standards they currently achieve.
75. Overall pupils' behaviour across the school is good. Pupils are considerate, friendly and courteous towards each other, staff and visitors. Most pupils know what is expected of them and behave responsibly and show respect for others. No pupils have been excluded during the last academic year.
76. Good features outweigh shortcomings in attendance levels. The average attendance during the three terms prior to the inspection was 93.15%. This is slightly above county and national averages and the Welsh Assembly Government (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.

77. 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.
78. 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.
79. Pupils make good progress in their personal, moral, social and wider development.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

80. Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.
81. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	65%	23%	0%	0%
82. These figures are slightly below the national average reported by Her Majesty's Chief Inspector in his annual report for 2006 - 2007. Nationally, the quality of teaching is good or better in 80% of lessons, with 14% having outstanding features.
83. Throughout the school there are good working relationships between teachers, support staff and pupils. Teachers treat pupils equally, consistently and fairly and pupils and members of staff respect one another.
84. Overall teachers have good subject knowledge in relation to the subjects of the NC and religious education. Individual subject knowledge is enhanced as a result of the use of peripatetic specialist teachers in Welsh, information technology, design and technology, music and physical education.
85. Good features outweigh shortcomings in teachers' planning. While short-term planning procedures to meet the needs of pupils of differing abilities are for the most part good, the process is not consistent across the curriculum. Planning for the development of key skills in individual subjects is not always sufficiently comprehensive and rigorous. There is an over-reliance on worksheets as a means for pupils to record their work in a number of subjects.
86. Lessons are generally well structured and organised. Most have clear learning objectives, and in the majority of cases these are made clear to pupils. The more effective lessons develop at a good pace and plenary sessions are for the most part effective. Appropriate use is made of learning support assistants.
87. Lessons judged to have outstanding features include:
 - subject knowledge of a high order;
 - high expectations;

- high quality planning of rich experiences;
 - lessons developing at a very good pace; and
 - lesson aims shared very effectively with pupils.
88. In lessons allocated a grade 3, shortcomings include:
- a lack of rigour in planning;
 - insufficient focus on matching tasks to pupils' abilities;
 - lesson objectives not shared with pupils;
 - lessons developing at an inappropriate and ineffective pace; and
 - lost opportunities to develop pupils' grasp of the Welsh language.
89. The school meets statutory requirements for recording and accrediting learners' achievements. There is an appropriate policy document in place and overall good features outweigh shortcomings in these aspects of the school's work.
90. The school undertakes baseline and standardised tests as timetabled by the LEA, and teachers make appropriate use of evidence produced to identify strengths and areas for development and to set individual targets for pupils. There are appropriate systems for assessing and monitoring the progress of pupils in language and mathematics. While the school does not have a formal tracking system, test records are in place to identify aspects of progress.
91. While the emphasis on assessment and recording of aspects of progress in a number of foundation subjects are appropriately focused, these procedures are not consistent across the curriculum. Procedures in some subjects are more informal in nature. Assessment opportunities are not consistently noted in short-term planning and on-going assessment does not inform planning for all abilities in a sufficiently rigorous manner in some subjects.
92. Each pupil has an appropriate record of achievement folder which contains personal information, evidence of tests undertaken and, where appropriate certificates of achievements as in music.
93. While pupils' work is regularly marked the practice of identifying ways forward for pupils is not always consistent. Procedures to ensure that pupils play a more active role in the process of target setting are in place in mathematics and language in key stage 2. Procedures to enable pupils to contribute to evaluating their progress in relation to individual targets are at an early stage of development.
94. Annual reports to parents comply with statutory requirements. They are appropriately informative and outline pupils' skills and achievements well, particularly in the core areas. Targets for further development are clearly noted. Parents appreciate the school's open-door policy and opportunities to come to discuss their children's progress and achievements.

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

Grade 3: Good features outweigh shortcomings

95. The findings of the inspection team do not match the judgement of Grade 2 made by the school in its self-evaluation report as shortcomings were identified.
96. The school provides a broad, balanced and relevant curriculum that is accessible to the full range of pupils. The overall quality of the curriculum in terms of planning and organisation is for the most part good across the school. The early years' curriculum focuses appropriately on the Desirable Outcomes for Children's Learning and the experiences offered meet the needs and interests of young children well.
97. The school meets learners' aspirations effectively in key stage 1 and key stage 2 and planning, for the most part, provides interesting and suitably challenging activities. There are well-focused policies and schemes of work for all subjects that include reference to the common requirements in the NC programmes of study. These help to ensure the effective promotion of continuity and progression in knowledge, understanding and skills across the key stages.
98. In accordance with the LEA policy for a Category A school, English is taught formally in key stage 2 only. In key stage 2, however, where there is a wide range of ability in Welsh language, there is a lack of clarity with regard to the medium of teaching and learning in some subjects and this constrains pupils' progress in relation to their developing grasp of the language.
99. Good features outweigh shortcomings in relation to the quality of whole-school planning for the development of key skills. While these are identified in individual lessons, the detail is often insufficiently comprehensive and opportunities to promote Welsh speaking and extended writing skills in Welsh and English across the curriculum are insufficient. The focus on problem solving, particularly in design and technology, and creative skills, especially in music are good. Regular opportunities are provided to enable pupils to develop skills of working independently, as well as in pairs or groups.
100. Appropriate visits are arranged to a range of venues to enhance work in various subjects and effective use is made of the locality and further afield to provide a rich source of educational opportunities for pupils. An important role is played by a number of visitors, including a peripatetic music teacher, clerics, the community police officer, artists and authors and sportsmen and women. The provision of extra-curricular activities during lunch times and after school is however very limited. Homework for the most part is appropriately targeted.
101. The school places a good emphasis upon the promotion of Y Cwricwlwm Cymreig and the heritage of Wales, which feature prominently in many subject areas and in the general life of the school. The focus on the promotion of pupils' bilingual skills in key stage 2 is however less well developed and there is an insufficient rigour and consistency in developing the use of Welsh across the subject areas and in more informal situations.
102. There are effective and well-focused procedures to develop pupils' knowledge and understanding of other cultures, particularly through studying various

- religions and through work in geography. Visitors from other countries have helped raise pupils' awareness of lifestyles and culture in other countries.
103. The promotion of pupils' spiritual, moral and social development is good. Acts of collective worship conform to statutory requirements with visiting clergy contributing well. Singing plays an important part in assemblies and 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 and eco councils.
 104. The PSE programme is integrated across the curriculum. While there is a clear policy, effective use made of circle-time sessions and opportunities in a number of subject areas to promote valuable experiences, the programme is not formally structured. The community police officer and members of the caring services make an important contribution. Pupils' focus on health promotion is good and the school has been awarded the LEA healthy schools award on three occasions.
 105. Parents are supportive of the school. In the pre-inspection meeting and in the questionnaires returned to the inspection team parents expressed high levels of satisfaction and appreciation of the school. The school keeps parents well informed through newsletters. A constructive home-school agreement is in place. The quality of the school's links with the local community, including the local council is good. The community has a very positive and supportive attitude towards the school.
 106. The quality of the pastoral, administrative and curricular arrangements with receiving secondary schools is good. However, links with local primary schools are limited.
 107. The school lays good foundations for lifelong learning. It actively supports national priorities as well as community regeneration.
 108. The school has few links with local employers and limited opportunities are afforded to develop pupils' entrepreneurial skills. These aspects of the school's life have been identified as an area for further development.
 109. There is an effective policy and suitable arrangements in place to develop pupils' understanding of sustainable development. The school is currently working towards the Eco-School Silver Award. Pupils act in a sustainable way via various initiatives such as re-cycling of paper and energy saving. The school has identified this area for further development.
 110. The school provides effective learning experiences for pupils to develop lifelong learning skills. Strong links with the local community are used to provide the pupils with the opportunity to participate in local community activities and to develop their understanding of their locality.

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

Grade 2: Good features and no important shortcomings

111. Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.
112. The school is a welcoming, and caring community, in which pupils are well supported. It makes a good contribution to the well-being of pupils and the education provided meets the needs and range of pupils.
113. Staff know pupils well as individuals and cater appropriately for their particular needs and well-being; they provide good personal support. Any incidents are dealt with sensitively and appropriately. Care arrangements are well managed and parents are quickly informed when the need arises.
114. Induction arrangements into the nursery, from the early years to key stage 1 and between key stage 1 and key stage 2 are all effectively managed and parents of new children have opportunities to visit the school beforehand. Transition arrangements with the main receiving secondary schools are good.
115. The school has an appropriate rewards and sanctions system in place, which pupils know and appreciate. There are also appropriate policies and procedures to address instances of poor behaviour or bullying. These work effectively in addressing the sometimes challenging behaviour of a very few pupils. Parents are supportive of the school's efforts in maintaining good behaviour.
116. Pupils' emotional and social welfare is well promoted especially through the PSE curriculum. Sex education is taught as part of the programme and parents in Year(Y) 5/Y6 are informed about the teaching of more sensitive issues to older pupils and are informed of their rights to withdraw their children if they so wish. The school nurse makes a valuable contribution to these lessons.
117. Pupils are very pleased with opportunities to serve on the school council and demonstrate a growing awareness of the importance of its role and of the opportunities it gives for them to be involved in decision making.
118. The school has effective arrangements to monitor pupils' attendance and punctuality with use made of the Education Welfare Officer when required.
119. The school has clear policies and procedures relating to health and safety. High priority is given to the safety and welfare of both staff and pupils.
120. The school policy for child protection is appropriate and meets statutory requirements. All staff members are aware of the arrangements and the steps to take if required. There are good links with outside agencies that support school procedures.
121. Overall the school's provision for pupils with additional learning needs is good. There is an appropriate policy document to guide teachers' work and the headteacher as special educational needs co-ordinator (SENCO) together with the part-time AEN teacher help ensure that the school adheres to the AEN code of practice. Pupils with AEN have access to a broad and balanced curriculum. Overall, the majority of pupils makes appropriate progress in relation to specific targets.

122. While the school has appropriate strategies to identify pupils with AEN at an early stage, the process is not administered rigorously.
123. For the most part, teachers provide tasks which are matched to pupils' abilities. The part-time AEN teacher, mainly in withdrawal sessions, and the LSA who works with the statemented pupil, provide good quality support. Both are involved in on-going training and staff development.
124. The IEPs written for pupils with AEN contain appropriately focused targets which are reviewed periodically. Procedures for parents and carers to view them and to discuss targets and progress with teachers are good. There is an appropriate system of record-keeping to monitor the progress of pupils with AEN. The school has good links with relevant outside agencies and appropriate use is made of the range of expertise offered.
125. The quality of support provided for pupils whose behaviour might impede their progress or that of others is good and procedures are appropriately implemented. An anti-bullying policy has been adopted and members of staff are aware of the procedures.
126. There is a very clear commitment in the school to equal opportunities and all pupils are fully included. Relevant policies and procedures are in place to deal with such matters as racial and sexual discrimination should they arise. Pupils report that they are treated equally and fairly, whatever their background or ability.
127. Activities organised to develop everyone's awareness of healthy living and eating are developing well.
128. The school focuses appropriately on the importance of good race relations and effectively celebrates cultural diversity through the curriculum that is offered. The focus on procedures relating to promoting racial equality forms part of the equal opportunities policy. The section, however, does not fully note the reporting procedures to be undertaken should an incident of a racial nature occur.
129. The school has an appropriate policy and action plan for accessibility and appropriate steps are taken to ensure that disabled pupils are not treated less favourably. Wide consultation with a variety of interested people was carried out in the process of formulating the Disability Access Policy and action plan.

Leadership and management

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

Grade 2: Good features and no important shortcomings

130. Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.
131. 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.
132. The headteacher provides caring leadership and has a good overview of the life and work of the school. She has a clear sense of the priorities for development.

She is very ably supported by the key stage 2 teacher, other staff and governors.

133. Analysis of performance data and the tracking of pupils' progress is on-going resulting in standards having improved since the last inspection in design and technology. 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, which for the most part, are realistic and challenging. However, they have not impacted significantly on raising standards of achievement in Welsh in key stage 2 and mathematics in both key stages.
134. The school pays good attention to national priorities. For example, it has established a breakfast and after-school club, and pupils' understanding of global citizenship and healthy eating. However, education for sustainable development is at an early stage of development. The school collaborates well with local partners.
135. The SDP is a detailed plan clearly setting out the school's priorities with agreed time schedules, success criteria and costings identified. Policies and schemes of work provide a good foundation for the development of curricular progression throughout the school.
136. The management of individual staff is good with the implementation of performance management procedures. The identification of and the provision for professional development needs have a direct impact on the development of curricular areas and standards of work. Staff appraisal procedures contribute well to the professional development of teachers.
137. 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. Governors fully support and co-operate with the 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?

Grade 3: Good features outweigh shortcomings

138. The findings of the inspection team do not match the judgement of Grade 2 made by the school in its self-evaluation report as shortcomings were identified.
139. The 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.
140. In judging its own success and monitoring its performance, the school uses a developing range of strategies. A timetable for monitoring lessons is realised. Results are shared and the recommendations are regularly included in the SDP. However, the monitoring process does not concentrate sufficiently on evaluating pupils' standards of achievement. Samples of pupils' work are collected in portfolios in design and technology and music only.

141. There is a significant imbalance in the responsibility for co-ordinating NC subjects. Good use is made of the expertise of peripatetic subject specialists. However, the key stage 2 teacher is over-burdened by carrying responsibility for six areas of which three are core subjects.
142. 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.
143. An analysis is undertaken of a developing range of teacher assessment results and tests in both key stages. Good use is made of the analysis to identify strengths and weaknesses.
144. The self-evaluation report produced by the school prior to the inspection is comprehensive. It identifies strengths, weaknesses and the steps for improvement and is supported by a wide range of documentary evidence. The inspection team agrees with the judgements made by the school in five of the seven key questions with the remaining two judged a lower grade.
145. Overall, the school has made satisfactory progress since the last inspection in addressing the key issues identified. It has raised standards of achievement substantially in design and technology throughout the school. However, standards have not improved in Welsh in key stage 2 and mathematics in both key stages. Self-evaluation procedures are now in place together with a long-term SDP.

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

Grade 2: Good features and no important shortcomings

146. Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.
147. The school has an outstanding supply of teaching staff to present the curriculum. Teachers are appropriately qualified with a range of expertise that is used effectively throughout the school. The school employs peripatetic teachers and support staff to aid the learning in Welsh, information technology, design and technology, music, physical education and SEN. The job descriptions that all staff have give a clear outline of their responsibilities.
148. The school invests in a good supply of classroom assistants who are enthusiastic and work well with the teachers.
149. Teachers attend a good range of training courses and this has a positive effect on their skills and understanding. Teachers work together effectively as a team to share information.
150. The school building is in satisfactory condition. Dampness penetrates certain areas and guttering at the rear of the school is in poor condition. Effective use is made of the building to display pupils' work. The caretaker works hard to keep the school clean and tidy.

151. There is a satisfactory supply and use of computers throughout the school. Effective use was made of the interactive whiteboard in around half of the lessons during the inspection.
152. The school and the governing body help to ensure that resources match the priorities for development. Annual reviews are undertaken to ensure sufficiency and appropriateness of resources. Overall, there is a range of good resources for the curriculum and pupils make effective use of them.
153. The school has adopted effective procedures for managing teachers' planning, preparation and assessment time in accordance with statutory requirements. Workforce re-modelling arrangements are being given due attention at present.
154. Spending decisions are well linked to priorities in the school plans. The governing body is diligent in its role of reviewing and directing significant areas of expenditure. The recommendations in the latest audit by the local authority have been addressed.
155. The headteacher and staff ensure the school runs effectively and efficiently from day-to-day. The school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

156. Most key stage 1 pupils make good progress in speaking and listening and achieve good standards. Across the key stage, they listen attentively and in the main with good understanding to explanations, instructions and stories. Most develop a good level of confidence in using an increasing vocabulary and grasp of language patterns. They answer questions and contribute to discussions on, for example, changes in fashion and features relating to stories. The majority is beginning to develop good prediction skills as they create their own endings to stories.
157. Most pupils across key stage 1 make good progress in reading and at appropriate levels read accurately with appropriate levels of understanding and enjoyment. The majority reads well as a group and a significant number develop effective skills of reading with expression. Pupils have a good awareness of features on the covers of books.
158. Across key stage 1, the majority of pupils makes appropriate progress in relation to their development as independent writers. Pupils in Y1 are developing appropriate skills of writing and sequencing a range of sentences, some of which are word processed. Pupils write accounts, descriptions and sequence stories and many Y2 pupils are beginning to have a good familiarity with the layout of letter writing. Most pupils make appropriate progress in spelling and develop appropriate basic punctuation skills.
159. Good features outweigh shortcomings in pupils' speaking and listening skills in key stage 2. The majority of pupils, at appropriate levels demonstrates a sound

understanding of the key features of instructions and effective posters and contributes appropriately when discussing these features. A minority demonstrates a good grasp of sentence patterns and are able to contribute effectively in a more extended manner using an increasing range of vocabulary.

160. Across key stage 2, most pupils make appropriate progress in their reading skills. Within relatively narrow confines they read accurately and with appropriate levels of understanding. A minority achieves 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.
161. Throughout key stage 2, the majority of pupils makes appropriate progress in writing both in terms of content and the conventions of writing. They write for a range of purposes which include diaries, dialogues, letters, prayers, short book reviews and stories. A minority demonstrates good skills in relation to these features and in writing in a more extended manner. Pupils are beginning to develop appropriate skills of redrafting their work and often make good use of their ICT skills to present the final versions of their work.

Shortcomings

162. Across key stage 2, a minority of pupils uses a restricted vocabulary and limited range of sentence patterns in their oral work.
163. A minority of key stage 2 pupils lacks confidence in communicating in an extended manner.
164. Across key stage 2, a significant minority of pupils demonstrates limited skills of writing in a more extended manner.
165. Standards in handwriting in both key stages are variable and at best satisfactory only.

English

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

Good features

166. Speaking and listening skills across key stage 2 are good by the end of the key stage. At appropriate levels, the majority of pupils speaks clearly and confidently and enjoys contributing to discussions when they focus for example on their favourite authors, the content of books, their approach to individual projects in history and the main features of written instructions. A significant minority supports the statements they make particularly effectively.
167. In key stage 2, pupils make good progress in reading clearly and accurately. At appropriate levels, they demonstrate good understanding, discuss characters, plots and favourite authors effectively and often make good quality predictions about the outcome of stories. Most develop good skills in their comprehension work and across the key stage the majority of pupils is beginning to make good progress in relation to higher reading skills.
168. Across key stage 2, most pupils make good progress and, at appropriate levels, achieve good standards both in terms of content and the conventions of writing. By the end of the key stage, pupils are beginning to use paragraphs effectively.

Pupils write for a good range of purposes which include aspects of persuasive writing, stories, book reviews reports and accounts, descriptions of people, diaries and letters. Pupils make good use of their word-processing skills to redraft and present their work.

Shortcomings

169. Pupils' skills of appreciating poetry and writing their own poems are limited.

Mathematics

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

170. The majority of pupils in both key stages develops a good mathematical vocabulary. By the end of key stage 2, many pupils use appropriate terms across a developing range of contexts.
171. The majority of pupils displays good skills in using ICT to support their learning in key stage 1. By the end of key stage 2, they make effective use of ICT equipment when using and applying their mathematical skills.
172. In key stage 1, pupils attain good standards in their understanding of place value. They distinguish between odd and even numbers and add and subtract with developing accuracy, counting on and back in steps of different size. By the end of the key stage, they have a developing grasp of their two, five and ten times tables.
173. Pupils in key stage 1 classify objects according to shape and size. They have a good knowledge and understanding of two-dimensional shapes and their properties and recognise and use everyday language to describe three-dimensional shapes in an effective manner. They transform two-dimensional shapes by reflection and identify lines of symmetry with developing accuracy.
174. Key stage 1 pupils have a good understanding of time in half-hour intervals. They make use of simple graphs to classify information and to present findings in relation to a developing range of topics. In handling money, they count and make up totals confidently and accurately.
175. Key stage 2 pupils develop a secure knowledge of the four rules of number and the relationship between them; the vast majority works accurately and methodically by the end of the key stage.
176. Key stage 2 pupils make good progress in their money problem-solving activities, calculating confidently and accurately.
177. In their understanding of position and movement, key stage 2 pupils develop good skills in measuring angles and know that the sum of given triangles is 180 degrees. Using their ICT skills, pupils estimate the size of angles with developing confidence.
178. By the end of key stage 2, most pupils use fractions effectively and display competence when recognising the equivalence of fractions, decimals and percentages. They have good understanding of the 24-hour clock.

Shortcomings

179. In both key stages, the majority of pupils does not develop flexible and effective methods of computation, displaying a limited range of mental methods.
180. Key stage 1 pupils display limited understanding of units of time and length and the use of simple measuring instruments. They have limited understanding of giving change when undertaking simple money problems.
181. In key stage 2, pupils' skills of estimation are limited as are their skills of justifying their answers.

Design and technology

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

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

182. Key stage 2 pupils have a very good knowledge how simple mechanisms can be used to produce different types of movement. In their investigations and discussions, pupils use a very wide technical vocabulary.
183. In their designing skills, key stage 2 pupils develop and communicate aspects of their ideas in a wide variety of ways, making accurate scaled drawings of their products.
184. In making, pupils in key stage 2 experiment with strengthening techniques and find alternative ways of making if the first attempt fails. They consider in detail the appearance, function and reliability of finished products.

Good features

185. In key stage 1 through experimentation, pupils learn that materials behave in different ways and use this knowledge when designing puppets. They talk about their ideas to solve the task in hand using appropriate vocabulary.
186. Key stage 1 pupils undertake a detailed study of their choice of fruit salads. They record their findings making good use of their ICT skills. They plan the stages of making and undertake a tasting session with healthy eating uppermost in their brief. They develop an understanding that food presentation and appearance influence choice. They are fully aware that food preparation requires scrupulous cleanliness.
187. In key stage 2, pupils design and make a good range of fairground attractions. They use electrical circuits to achieve functional results and use simple mechanisms to produce rotary movement. End products are consistently of good quality.
188. In key stage 2, pupils use their ICT skills effectively to develop and communicate aspects of design, and recording their findings when evaluating finished products. Tools and materials are handled in an appropriate manner at all times ensuring they control risk to themselves and others.

Shortcomings

189. There are no significant shortcomings.

History

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

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

Good features

190. Across both key stages, pupils make good use of time lines to enhance their understanding of chronology. Key stage 1 pupils, for example, develop a good understanding of family trees while older pupils identify a detailed sequence of events relating to the development of their school.
191. Pupils in key stage 1 make good use of artefacts and pictures to gather information about toys and games in the past. Their knowledge of the past in relation to these features is enhanced through questioning an older member of the community about her earlier life.
192. In key stage 1, pupils focus well on changes in occupations and make good use of a visit to a local tin works to gather information about its importance in the not too distant past.
193. Across key stage 1, pupils make effective use of stories from Welsh history to enhance their knowledge of life in different periods and to draw comparisons with their own experiences. They focus well on the stories of Llywelyn the Last and William Morgan. They focus particularly well for example on the story of Susan Rees and make good use of their role-play skills to develop their understanding of the conditions under which young children worked during the early Victorian period.
194. In key stage 2, pupils demonstrate a good understanding of the different sources, including oral sources which are available to study the history of their school. They make good use of a number of sources and in particular the school log books and demonstrate a good understanding of how their school has changed over time. They draw effective comparisons between school life in days gone by and their own experiences of education.
195. Key stage 2 pupils demonstrate a good knowledge of features relating to life in Victorian times which include a focus on the influence of the industrial revolution, the health of working children and the work of Dr Barnardo. They focus well on events such as the Great Exhibition and the impact of the motor car during the turn of the last century. They make good use of pictures and documents such as census enumerators' returns in their work.
196. Pupils across key stage 2 develop a good understanding of the impact of the Second World War on social life including aspects of life in their own community. They focus particularly well on the work of women, evacuation, the importance of secrecy and songs of the period. They communicate aspects of their knowledge and understanding through the medium of well-researched individual projects and often make use of oral sources.

Shortcomings

197. There are no significant 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

198. Pupils across both key stages have an appropriate repertoire of 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 piano.
199. Key stage 1 pupils listen well to songs and chants. They organise sounds in response to different stimuli keeping a good rhythm using untuned percussion instruments.
200. In groups, key stage 1 pupils effectively compose four-beat rhythms. When appraising, they listen attentively to their own compositions in order to make broad distinctions within the musical elements.
201. Key stage 2 pupils listen very attentively to a song sung by two different groups of performers. They discuss the effectiveness of the performances and itemise accurately the instruments played.
202. Pupils in key stage 2 play a widening range of instruments using appropriate playing techniques and maintaining a part as a member of a group.
203. Pupils in key stage 2 use graphic notation when composing a piece for a creative dance.
204. Key stage 2 pupils listen attentively to a developing range of music from other cultures and imitate it by experimenting with a good range of sound sources.

Shortcomings

205. There are no significant shortcomings

School's response to the inspection

The school wishes to thank the inspection team for its thorough inspection. The school states that the staff and the governing body will commence immediately on addressing the recommendations identified in the report.

Appendix 1

Basic information about the school

Name of school	Mynyddgarreg Primary School
School type	Community Primary
Age-range of pupils	3 – 11
Address of school	Heol yr Ysgol Mynyddgarreg Kidwelly Carmarthenshire
Postcode	SA17 4RL
Telephone number	01554 890506

Headteacher	Mrs Angela Jones
Date of appointment	June 1991
Chair of governors	Mr Nigel Gower
Registered inspector	Mr Jeffrey Harries
Dates of inspection	May 20–22, 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	7	5	6	4	6	0	4	2	34

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	2	1	2.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
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	17
Teacher (fte): class ratio	1.05

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	-	94.8%	94.3%
Autumn 2007	-	89.4%	92.6%
Spring 2007	-	95.7%	92.9%

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:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	7
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	71.4%	In Wales	80.1%

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	0
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 who were present in the school for a total of six inspection days.

Before the inspection:

- meetings were held with the headteacher, staff, GB and eight parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 11 questionnaires that were returned were analysed and the team considered the results; 100% of the responses were positive; and
- school documentation was examined.

During the inspection:

- evidence was gathered based on inspecting classes in a total of 17 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 being displayed around the school; and
- post-inspection meetings were held with the headteacher, staff and GB.

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, design and technology music
Mr Brinley W Jones Team Inspector	Key questions 2, 3 and 4 Welsh English History
Mr Gwilym Davies Lay Inspector	Contributions to key questions 1, 3, 4 and 5
Mrs Angela Jones Headteacher and nominee	Attending meetings School response

Acknowledgement

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

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