

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

A Report on the Quality of Education in

**Abergwili Voluntary Controlled Primary School
Gyfre Gardens
Abergwili
Carmarthen
SA31 2JD**

School Number: 6693000

Date of Inspection: 1 June 2009

by

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Abergwili Voluntary Controlled 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 Abergwili Voluntary Controlled Primary School took place between 01/06/09 and 03/06/09. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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. Abergwili School is a Church in Wales voluntary-controlled school catering for pupils aged three to eleven years of age. It is located in the centre of the village of Abergwili, on the outskirts of the market town of Carmarthen. It is maintained by Carmarthenshire Unitary Authority (UA). There are 51 pupils on roll and children are admitted to the school at the beginning of the term in which they attain their fourth birthday. Pupil numbers have increased steadily over recent years.
2. According to the school, its natural catchment area is neither prosperous nor economically disadvantaged. Seventeen per cent of pupils are entitled to receive free school meals; this figure is lower than the county and national averages.
3. Pupils represent the full range of ability. The school has identified 13 pupils (25%) as having special educational needs (SEN); this figure is higher than the county and national averages. No pupil has a statement of SEN.
4. Most pupils come from English-speaking backgrounds. No pupil is receiving help with English as an additional language.
5. As the school is a voluntary controlled school, an inspector appointed by the Church undertook a separate inspection of collective worship, and pupils' spiritual and moral development.
6. The school has gained the Basic Skills Agency Quality Mark for the third time, and Eco and Healthy Schools Awards. It has also gained the Welsh Joint Education Committee (WJEC) Key Skills Communication Award (level 1) for Year (Y) 6 pupils' work in communication skills.
7. The school was last inspected in June 2003. Since that time, there have been changes in teaching staff. The headteacher has been in post since February 1995. As a result of the absence of the part-time teacher, a supply teacher taught the key stage 2 class for certain lessons during the inspection.

The school's priorities and targets

8. The school's main aim is to provide the highest standards of education in a friendly environment, based on Christian values.
9. The school's main priorities and targets for 2008-2009 include to:
 - improve pupils' standards in mathematics and reading;
 - extend the use of Welsh as a medium of teaching;
 - continue to adapt schemes of work to meet the new requirements;
 - develop assessment for learning strategies; and
 - continue to work with external agencies.

Summary

10. This is a school with many good features. There are outstanding features in the range and quality of the learning experiences provided, and the day-to-day care and pastoral support offered to pupils is of a very high quality. This is a notable feature of the school's work. Pupils, parents and governors confirm that this is a very happy school. Since the last inspection, standards in most of the subjects inspected have been maintained or improved.
11. The self-evaluation report, produced by the school before the inspection, is a concise document which identifies strengths and areas for improvement. The inspection team agreed with the school's judgements in five of the seven key questions. A lower grade was awarded to the other two key questions.

Table of grades awarded

12. The inspection team judged the work of the school as follows:

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 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 3
7 How efficient are leaders and managers in using resources?	Grade 2

Standards

13. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	71%	23%	0%	0%

14. These figures are an improvement from the last inspection but remain below the national findings published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-2008, which states that standards were Grade 1 and 2 overall in 84% of the lessons inspected, of which 12% were judged Grade 1.
15. The quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
16. In the under-fives class, children's standards of achievement in the areas of learning inspected are as follows:

Areas of Learning	Foundation Phase
Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Grades for standards in the subjects inspected

17. In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Information and communication technology	Grade 2	Grade 1
Geography	Grade 2	Grade 2
Music	Grade 3	Grade 3

18. Overall, the education provided meets the range of pupils' needs. Most pupils, including those with SEN, make consistent progress in gaining new skills, knowledge and understanding and achieve their agreed learning targets and goals.
19. In the National Curriculum (NC) assessments over the last three years, the number of pupils assessed at the end of both key stages has been uneven and on occasion has been lower than five. Therefore, national and county comparisons are not always valid. In some years, the high percentage of pupils with SEN has an adverse effect on the school's results.
20. Over a three year period, pupils' attainments overall at the end of key stage 1 vary significantly. In most years, they are below the county and national averages. In key stage 2, pupils' attainments are uneven but have improved in the last two years with outcomes being a little above national averages in 2007 and a little below in 2008. When compared with schools in Wales with a similar proportion of pupils entitled to free school meals, the school's results in 2008 place it in the lower 25% of schools in key stage 1 and the lower 50% in key stage 2. Overall, the school is successful in meeting its end of key stage targets and there are no significant differences in the performance of boys and girls.
21. Children under five make good progress and achieve good standards in using the key skills of thinking, communication, numeracy, and information and communications technology (ICT) across the areas of learning. Their creative skills and their ability to find answers to problems are good with examples of very good work in art and design.
22. In both key stages, pupils' progress and standards in key skills across the curriculum have good features that outweigh shortcomings. Pupils' ICT skills develop well and there are outstanding features in the work of older key stage 2 pupils. Pupils' use of their numeracy skills is developing well in aspects of science and geography for example. Pupils use their Welsh communication skills across the curriculum and in the best work a few pupils discuss aspects of their work fluently and confidently. The majority of pupils' speaking and writing skills, however, are hampered by errors in syntax, spelling and an insecure grasp of a range of vocabulary.
23. In key stage 2, pupils use their English communication skills, particularly their oral skills, effectively although there are fewer examples of extended writing in their work in other subjects.

24. In both key stages, pupils' thinking and problem solving skills are developing well in subjects such as science and aspects of mathematics. Pupils' creative skills develop well particularly in art and design, and ICT.
25. Most pupils make appropriate progress in developing their bilingual competence. By the end of key stage 2, pupils communicate well in English. Many pupils communicate readily in Welsh, but the level of confidence, fluency and accuracy varies considerably. Pupils have a very good awareness of the Cwricwlwm Cymreig (The Welsh Curriculum) through their studies in subjects such as history, geography, and art and design.
26. Pupils have a good awareness of their targets and more able pupils can discuss the general strengths and weaknesses in their work. They are beginning to use different strategies to assess their own work but this initiative is at an early stage of development. This is an area appropriately identified by the school for further attention in its school development plan (SDP).
27. Pupils' attitudes to their learning and the interest they show in their work are good and they work well in pairs and as small groups. Pupils generally are developing the skills to work with greater independence although, in key stage 2, a few pupils rely heavily on adult support to complete their tasks.
28. There are outstanding features in pupils' moral, social and cultural development. Through daily routines, circle time and school council activities, pupils develop a secure set of moral and social values. Pupils have a good awareness of those less fortunate than themselves and contribute well to good causes. Through their studies across the curriculum, pupils' awareness of equal opportunity issues is good. They also develop a good understanding of other social and cultural traditions.
29. Pupils' behaviour is outstanding. They have a very good understanding of what is expected of them and they are considerate and courteous. This makes a significant contribution to the supportive ethos of the school.
30. Pupils have a very good awareness of community life in their area, and they contribute extensively to local events. Through visits, specific projects and the contribution of visitors to the school, pupils also have a good awareness of the world of work.
31. Attendance rates for the past three terms are very good, averaging 96%. These rates are above both national rates of attendance for pupils of primary school age and also above the attendance rates for schools with a similar free school meal entitlement. Pupils are punctual and lessons start promptly.

The quality of education and training

Grades for teaching

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	89%	0%	0%	0%

33. These figures are a significant improvement on the quality of the teaching reported in the previous inspection report. They are also above the findings reported in the HMCI's Annual Report for 2007-2008, which states that the quality of teaching in primary schools in Wales was good or better (Grade 1 and

2) in 83% of lessons inspected. However, they are below the national findings of 16% of lessons which were judged Grade 1.

34. In the lessons with good and outstanding features, teachers demonstrate a thorough knowledge of the subjects they teach, they use resources effectively, and there is highly effective use of links across the curriculum to make learning more meaningful for pupils.
35. Teachers' short term planning includes clear lesson objectives and appropriate information about the nature of the activities. In best practice, the planning ensures that tasks match the specific learning needs of pupils in classes of mixed ages and ability. Practice is not consistent across all lessons.
36. Teachers assess pupils' progress regularly in the core subjects. They have begun to assess pupils' progress in ICT but assessment in most of the foundation subjects is more informal in nature. In the best practice, pupils' work is marked constructively with supportive comments, but practice is not consistent. Annual reports to parents are of good quality overall and conform to statutory requirements.
37. There are outstanding features in the quality of the learning experiences provided. The substantial number of extra-curricular activities, and valuable curricular links both locally and on a wider scale, further enrich pupils' learning experiences. They include the innovative use of the input of visiting authors, and the excellent use of the links with the local museum which enables pupils to develop a range of skills in their study of the history of the village.
38. Teachers' planning identifies a range of opportunities for pupils to use key skills, including their thinking, number, bilingual and ICT skills, in many subjects. Very good progress has been made in developing pupils' ICT skills. Planning to promote the consistent development of all the key skills, particularly pupils' use of Welsh communication skills, remains an area to be strengthened further.
39. There are outstanding features to the school's partnerships with parents, the local community, schools and different agencies. The school receives very good support from parents and the community, and there are strong links with the feeder secondary schools.
40. There are good features in the school's approach to raising pupils' awareness and understanding of sustainable development. There is a strong emphasis on all aspects of health education, and the promotion of a healthier lifestyle is evident in the daily routines.
41. The quality of pastoral care offered to pupils is an outstanding feature of the provision. This is an inclusive school which gives very high priority to pupils' well-being. There is a suitable policy for child protection and all staff are aware of its guidance. Policies and procedures relating to health and safety, including first aid, are implemented appropriately. Risk assessments are undertaken in relation to school visits and activities.
42. Provision for pupils with SEN is good. Most pupils with SEN make consistent progress in their work relative to their abilities and stage of development. The school is highly successful in developing pupils' personal confidence and self-esteem.

Leadership and Management

43. The headteacher offers the school effective and supportive leadership. Her commitment to the personal development, happiness and well-being of all her pupils is an outstanding feature. Her strong values are clearly reflected in the day-to-day work of the school, where pupils, whatever their age, gender or ability, are treated equally and with respect. All members of staff work conscientiously to promote pupils' educational and personal development.
44. The governing body is very supportive of the school and makes a full contribution to its life and work. It works effectively in helping to set the school's strategic direction and in managing the budget. Members are regular visitors to the school and share their observations with the full governing body. This is effective practice but the focus on monitoring quality and standards is insufficiently extended.
45. The SDP sets out the school's priorities clearly and provides a relevant agenda for taking the school forward. There is good progress in addressing key targets such as improving standards in mathematics.
46. Good features outweigh shortcomings in the school's monitoring and evaluation procedures. The current arrangements offer staff useful information on aspects of provision, but they lack sufficient rigour to provide a comprehensive and systematic scrutiny of pupils' standards of achievement and the quality of provision.
47. Good features outweigh shortcomings in the progress made in addressing the key issues identified in the previous inspection report. Standards have improved in mathematics and ICT and in areas of learning in the Foundation Phase. Aspects relating to marking pupils' work have received attention but practice is not consistent, and the development of more specific monitoring procedures has not been addressed fully. There are effective initiatives to promote the use of Welsh as a medium of teaching across the curriculum, but pupils' standards in speaking and writing Welsh are still insufficiently developed.
48. The management and use of resources are good overall. There are sufficient suitably qualified and experienced permanent members of staff to carry out the work of the school. There is good investment in resources and equipment which supports pupils' learning well. The accommodation is adequate for the number of pupils on roll although there are limited facilities for whole school gatherings and storage. Nevertheless, staff make effective use of the space available. The governing body and the UA have appropriately identified the need to improve the school canteen.
49. The school's budget is well managed. Current spending decisions are appropriately linked to the school's development plans. The headteacher and governors review expenditure regularly. The school offers value for money.

Recommendations

In order to develop further, the staff and governors need to:

- R1 improve pupils' standards of achievement in Welsh* and music in both key stages;
- R2 strengthen curriculum planning further, including key skills, to promote consistent progression in pupils' learning;
- R3 extend the good features of marking, and increase pupils' involvement in planning and assessing their own learning;*
- R4 develop and formalise the self-evaluation arrangements further, and extend the role of the governing body in the process.

* *These issues have been identified in the 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

- 50. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 51. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	71%	23%	0%	0%

- 52. These figures are an improvement from the last inspection but remain below the national findings published in HMCI's latest Annual Report for 2007-2008, which states that standards were Grade 1 and 2 overall in 84% of the lessons inspected, of which 12% were judged Grade 1.
- 53. The quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes.
- 54. In the under-fives class, children's standards of achievement in the areas of learning inspected are as follows:

Areas of Learning	Foundation Phase
Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Grades for standards in the subjects inspected

55. In the subjects inspected, pupils' standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Information and communication technology	Grade 2	Grade 1
Geography	Grade 2	Grade 2
Music	Grade 3	Grade 3

56. Most pupils, including those with SEN, make consistent progress in gaining new skills, knowledge and understanding and achieve their agreed learning targets and goals. Baseline assessments and school data indicate that most children's attainment on entry ranges from average to good.
57. In the NC assessments over the last three years, the number of pupils assessed at the end of both key stages varies considerably and has been lower than five in some years. Therefore, national and county comparisons are not always valid. The percentage of pupils with SEN also impacts on the outcomes in certain years. Overall, the school is successful in meeting its end of key stage targets and there are no significant differences in the performance of boys and girls.
58. In 2008, pupils' attainments in the NC assessments in key stage 1 according to teacher assessment were below the county and national averages in Welsh, mathematics and science. The percentage of pupils achieving the higher level, that is level 3, was below the national averages in all subjects. Fifty per cent of pupils in the year group were designated as having SEN. When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments were in the lower 50% in science and the lower 25% in Welsh and mathematics. The school's results overall place it in the lower 25% of similar schools. Over a three-year period, pupils' attainments vary considerably and range between the upper 25% and lower 25% of similar schools.
59. In 2008, pupils' attainments in the NC assessments in key stage 2, according to teacher assessment, were above the county and national averages in English, mathematics and science but were below in Welsh. The percentage of pupils achieving the higher level, that is level 5, was above the national averages in English, Welsh and science but was below in mathematics. When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments were in the upper 25% in science, the upper 50% in English, and the lower 50% in Welsh and mathematics. The school's results overall place it in the lower 50% of similar schools. Over a three-year period, pupils' attainments are uneven but are in the lower 50% of similar schools in most years. Nevertheless, there have been improvements particularly in English and science.
60. At the end of key stage 2, most pupils' results indicate gains in learning within the core subjects when compared with their attainment at the end of key stage 1. A review of the school's data indicates that the majority of pupils make consistent progress and achieve, and often exceed, their targets.
61. Children under-five make good progress in developing and applying their thinking, communication, numeracy and ICT skills across the curriculum. The development of their personal, social and learning skills is also good.

62. In both key stages, good features outweigh shortcomings in the standards achieved by pupils in key skills across the curriculum. Most pupils listen well and respond appropriately in whole-class discussions. A few pupils speak confidently in Welsh. A minority, however, make extensive use of English words and phrases in class and group discussions. In the best work, pupils make appropriate use of their reading skills to gather information, and they write for a range of purposes across the subjects. Nevertheless, the quality of many pupils' writing, particularly in key stage 2, is hampered by an insecure grasp of accurate syntax and spelling. There are few examples of extended pieces of writing.
63. In key stage 2, pupils make good use of their English communication skills in many aspects of their work but examples of extended writing are again more limited.
64. In both key stages, most pupils use their numeracy skills appropriately when measuring and recording their investigations in other subjects, particularly science and geography. They make effective use of their ICT skills to collect information and to handle and record their work in many areas of the curriculum. Standards are good, with outstanding features in the work of older pupils in key stage 2.
65. In both key stages, pupils' thinking and problem solving skills are developing well as demonstrated in subjects such as science, geography and aspects of mathematics. Pupils' creative skills develop well in art and design, and ICT.
66. Most pupils make appropriate progress in developing their bilingual competence. By the end of key stage 2, pupils communicate well in English. Many pupils communicate readily in Welsh, but the level of confidence, fluency and accuracy varies considerably. Pupils have a very good awareness of the Cwricwlwm Cymreig through their studies in subjects such as history, geography, and art and design. Their involvement in the study of the history of the local village is a particularly good example.
67. Pupils are aware of their personal targets for improvement and more able pupils can discuss the general strengths and weaknesses in their work. They are beginning to use different strategies to assess their own work but this initiative is at an early stage of development. This is an area appropriately identified by the school for further attention in its SDP.
68. Most pupils' attitudes to learning, the interest they show in their work and their ability to concentrate are good. They work hard in their lessons, and are happy to join in the range of activities provided. Pupils' capacity to work independently develops well in the under-fives class and in key stage 1. It is more uneven in key stage 2 where a few pupils rely extensively on teacher support to complete their tasks.
69. Pupils' behaviour is outstanding. They have a very good understanding of what is expected of them and they are considerate and courteous. The high standard of pupils' behaviour makes a significant contribution to the supportive ethos of the school.
70. Overall, pupils make consistent progress regardless of their social or linguistic background toward fulfilling their potential and moving on to the next stage of learning.

71. Pupils make excellent progress in their personal, social, moral and wider development. The strong community ethos of the school and the exceptional working relationships between staff and pupils help them develop a secure set of values to guide them through life. Pupils are developing a good understanding of equal opportunities issues and of diversity within society. They show respect for faiths and cultures that are different from their own.
72. Pupils have a very good awareness of their place in the community and participate fully in local events. They make good use of the locality as a learning resource. Through their educational visits, links with local agencies and the input of visitors to the school's provision, pupils have a good knowledge of the world of work in their area.
73. Across the school, pupils are involved in planning and decision-making through the work of the school council, managing the fruit shop, and involvement in specific projects, such as the 'Mini Industry Days', organised by the secondary schools. Pupils demonstrate their enterprise skills well in the project to design and make a display board listing rules for use during playtime. All aspects of the work were planned and managed by the pupils. The end product is of good quality and pupils use it regularly.
74. Attendance rates for the past three terms are very good, averaging 96%. These rates are above both national rates of attendance for pupils of primary school age and the attendance rates for schools with a similar free school meal entitlement. Registration is conducted efficiently; pupils are punctual and lessons start promptly.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

75. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	89%	0%	0%	0%

77. These figures are a significant improvement on the previous inspection. They are also above the findings reported in the HMCI's Annual Report for 2007-2008, which states that the quality of teaching in primary schools in Wales was good or better (Grade 1 and 2) in 83% of lessons inspected. However, they are below the national findings of 16% of lessons which were judged Grade 1.

78. In the lessons where teaching was judged to be Grade 1, the outstanding features include:

- tasks that are stimulating and challenging;
- innovative use of learning opportunities; and
- highly effective use of links across the curriculum.

79. In the lessons where teaching was judged to be Grade 2, the good features include:
- clear lesson objectives that are shared with pupils;
 - initial teacher presentations that are purposeful and build on previous learning;
 - skilled questioning that enables pupils to explore issues in increasing depth; and
 - effective use of plenary sessions to share the learning and review pupils' progress.
80. Teachers' short term planning includes clear lesson objectives and appropriate information about the nature of the activities. In best practice, there is good attention to ensuring that tasks match the specific learning needs of pupils in classes of mixed ages and ability. Practice is not consistent across all lessons.
81. Through on-going training, teachers are familiar with recent developments in primary teaching. They demonstrate a good understanding of the main requirements of the revised curriculum in key stage 2 and of the Foundation Phase.
82. Teachers demonstrate good subject knowledge in the areas of learning and subjects inspected. Across the school, they use a range of teaching and learning methods, and relevant resources, that correspond well overall to the learning activities.
83. Teachers successfully challenge stereotypical images and views, and all pupils are actively encouraged and supported to participate in the full range of activities provided.
84. Throughout the school, teachers establish very good working relationships with pupils, which facilitate effective learning. All pupils are treated equally, irrespective of age, gender or ability. Classroom support staff work diligently to support pupils' learning.
85. Teachers and support staff work conscientiously to promote pupils' bilingual competence. They make productive use of a variety of strategies to extend pupils' communication skills in Welsh in key stage 1, and English and Welsh in key stage 2. They take advantage of every opportunity to develop the *Cwricwlwm Cymreig* within subjects such as history, geography and religious education.
86. There are good features in the quality of assessment, recording and reporting of pupils' progress. A range of assessment procedures has been introduced and, overall, there is appropriate use of the information gathered to identify pupils' needs and to plan future learning.
87. Procedures for assessment and recording pupils' progress comply with statutory requirements. Baseline assessment is undertaken correctly and national assessments are reported to parents at the end of both key stages. The assessment and reporting of the progress of pupils with SEN is undertaken appropriately.

88. Pupils' achievements and progress in the core subjects are assessed regularly and accurately. On-going teacher assessments and more formal assessments, including the use of standardised tests in mathematics and language, assist the school in evaluating the progress of individuals and groups of pupils. The analysis of data increasingly identifies trends and aspects for attention. Overall, the assessment of pupils' progress in the foundation subjects is more informal in nature although staff and pupils have been involved in assessing progress in ICT as part of the process of preparing a portfolio of work for accreditation by the WJEC.
89. Teachers work closely with the family of schools, including the secondary schools, in developing assessment procedures and evaluating outcomes. This collaborative approach strengthens the moderation and standardisation of pupils' standards of achievement. Portfolios of work in the core subjects are being prepared to assist the process.
90. Pupils' work is marked regularly. In best practice, the work is marked with positive comments and suggestions for improvement. Practice is not consistent across the subjects. In many instances, work is marked alongside the pupils which reflects the supportive ethos of the school.
91. Pupils are aware of their targets for improvement and more able pupils can identify the strengths and weaknesses in their work. There are a few examples of pupils beginning to assess their own work. The process of involving pupils in planning their own progress and improvement is an area appropriately identified for attention in the SDP.
92. Annual reports to parents comply with statutory requirements and are of good quality overall. They provide relevant information on pupils' individual achievements and identify areas for improvement. Parents have opportunities to comment on reports and to discuss them with the teachers. In addition to the open door policy, which is a good feature of school life, there are two formal occasions during the year when parents have the opportunity to discuss their children's progress with teachers.

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
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93. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
94. There are outstanding features in the quality of the learning experiences provided. They include the rich curriculum offered to pupils, the very good focus on promoting pupils' moral, social and cultural development, and the successful use of partnerships that enrich the school's work and improve standards of achievement.
95. The school provides pupils with a broad, balanced and rich curriculum which meets statutory requirements and is accessible to all pupils.
96. The overall quality of provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes.

Planning is comprehensive, taking full account of the Foundation Phase Framework and allowing for a balance between adult-led and child-initiated activities.

97. In both key stages, curriculum policies and schemes of work are in place for all subjects. Work has begun on updating the schemes of work to take account of the new curriculum orders and the Skills Framework. This is an area the school has identified appropriately for further development in its SDP.
98. The school focuses consistently on developing pupils' basic skills. It has appropriately identified pupils' reading, writing and mathematical skills as areas for further development and is introducing new initiatives to support pupils' learning. Teachers' planning identifies a range of opportunities for pupils to use key skills, including their thinking, number, bilingual and ICT skills, in many subjects. Very good progress has been made in developing pupils' ICT skills. Planning to promote the consistent development of all key skills, and in particular pupils' use of Welsh communication skills, remains an area to be strengthened further.
99. The provision to develop pupils' personal, moral and social development permeates all aspects of its life and is an outstanding feature. The personal and social education (PSE) programme reflects national guidelines and teachers take advantage of every opportunity to develop this aspect when presenting their lessons and during extra-curricular activities. Through circle time, pupils receive very good opportunities to practise their skills and discuss issues of importance to them. They work well together with the more able willingly helping the less able. Through their support for charitable causes, pupils develop a clear understanding and respect for others less fortunate than themselves.
100. There are outstanding features to the school's promotion of Welsh culture and the heritage of Wales. The Cwricwlwm Cymreig, which reflects national guidelines, receives a very prominent place in a number of subjects, including art and design, history and geography, and in extra-curricular activities. Visitors to the school also make a very important contribution in this respect. They include Welsh and English authors of national standing who work highly effectively with pupils offering good quality experiences that promote pupils' literacy skills. There is also highly effective use of specialist instructors in physical education, and art and design, whose work also focuses well on aspects of Welsh culture.
101. There is very good use of educational visits to places of historical and cultural interest linked to curricular subjects. Teachers' planning includes visits to Cardiff, St Fagan's and The National Botanic Gardens. A highly successful initiative is the link with Carmarthen Museum Services, where pupils have been working alongside its officers in producing a history of the local village 'Ein Lle Ni'. This has involved pupils learning more about their locality through interviewing older residents. They have utilised a range of ICT skills in recording and editing their work alongside ICT specialists in the 'Media Bus'.
102. Residential visits offer pupils a range of outdoor activities and further opportunities to develop self-confidence and independence. A particularly successful initiative was the visit to the Tate Gallery in London, as part of pupils' studies in art and design.

103. Pupils' experiences are further enriched by opportunities to join county choirs and orchestras, take part in Urdd competitions, compete against other schools in a number of activities, and participate in a range of cultural and social activities arranged collaboratively with the secondary schools.
104. The school's partnerships with parents, the community and other providers are good with outstanding features. During the pre-inspection consultation with parents, considerable satisfaction was expressed with the quality of communication and the relationship between the school and the community. Parents are very knowledgeable about the life and work of the school. They respond positively to fund raising activities, and provide support for teachers as required. The home school agreement fulfils statutory requirements.
105. This is a community-focussed school. It supports a range of activities and readily welcomes visitors from a wide range of community groups and projects. This is an outstanding feature. Staff take full advantage of all of these links, and all that the community has to offer, to extend pupils' learning experiences in subjects such as science, history, geography, religious education, and the PSE programme. The community in turn has raised money for the school which it has invested wisely in resources such as ICT equipment. A successful partnership has been forged with the parish church which appreciates the contribution that staff and pupils make to the life and worship of the church community.
106. The school enjoys successful working partnerships with the local cluster of schools. The school's partnership with the receiving secondary schools is well established and contributes effectively to the successful transfer of pupils. There are very close links with the local voluntary nursery school, which meets in the school canteen. There are also effective links with colleges of further and higher education.
107. There is a clear focus on promoting pupils' bilingual skills. The school has introduced many new initiatives which are contributing to raising pupils' interest in Welsh, and promoting its use in their work and play. This aspect remains appropriately a key priority in the SDP.
108. The school's provision for developing pupils' understanding of sustainable development and global citizenship is good. Pupils take part in a wide range of environmental projects. The school council has a clear action plan for future initiatives and the school has gained the bronze award. Energy saving and recycling initiatives make a positive contribution to pupils' personal development and to the school's links with the community.
109. The school effectively promotes pupils' awareness of global citizenship through activities within the PSE programme, collective worship and activities such as fund raising events. The contribution of visitors from European countries and Japan, and of visitors who have visited Romania and Lesotho, for example, enrich the curriculum and are a very strong feature.
110. Pupils receive good experiences that increase their awareness of the world of work. They include visits by speakers, and activities linked to various projects. A successful initiative is the link with a local college which enabled older key stage 2 pupils to learn, at an appropriate level, about different courses of training and future career options. This involved participating in hairdressing, ICT, and animal husbandry activities.

111. The school makes appropriate provision for the development of pupils' entrepreneurial skills. Pupils are encouraged to take responsibilities for many everyday matters, such as managing the fruit shop, and have opportunities to develop corporate responsibilities and school improvement ideas through their roles on the school council. A good example is the project planned and managed by pupils to create a display board outlining appropriate rules for playtime. This involved designing, costing and consulting with a local company to make the display board. Pupils also participate in Mini Industry Days, a project co-ordinated by the secondary school to raise pupils' awareness of the world of work.
112. The school's provision enables pupils to gain experiences across the curriculum which fosters a number of valuable skills for lifelong learning. Pupils are generally well motivated and eager to acquire new skills and knowledge, which develops a sustained interest in life long learning. The school also helps pupils to recognise how they can make a positive contribution to the community in which they live.

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

Grade 2: Good features and no important shortcomings

113. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. There are insufficient outstanding features to justify a Grade 1.
114. The provision for pupils' PSE with the very strong emphasis on pastoral care is an outstanding feature. The headteacher places a high priority on the pastoral care of all pupils and as a result, they are supported very effectively by all adults working at the school. Staff work hard and succeed in creating a warm, welcoming and very happy environment. In discussion, pupils note that they feel valued and respected in school. The school liaises with outside agencies and effectively draws on external support when required.
115. Close working partnerships have been forged with parents and carers. The quality of information provided about ongoing activities, pupils' achievements and the curriculum is good. Relationships are strengthened through a range of school activities which are well supported by parents and carers. Parents support the work their children do at home and this has a positive impact on pupils' achievements.
116. Parents are involved in the induction process when new pupils enter the school, move to a new class or transfer to the secondary school. Children attending the reception class, together with their parents and carers, have good opportunities to get to know staff before they start school. Pupils who join the school at other times settle very quickly, make friends easily and soon become part of the school community.
117. The school monitors attendance and punctuality closely and takes appropriate action if there are concerns. The school's procedures comply with statutory requirements.
118. The provision for pupils' PSE is a particular strength. It impacts positively on pupils' levels of emotional and general well-being. It promotes the importance of a healthy diet and lifestyle, and encourages physical fitness through the curriculum and physical education activities. There is appropriate guidance on substance misuse, hygiene and personal safety.

119. The school council works effectively and operates according to current guidelines. It succeeds in developing pupils' personal and social skills. Councillors feel that the school listens to their views and is prepared to act upon their recommendations. Examples of their input include the provision of additional seating for the playground and a 'Find a Friend Stop'.
120. The school implements an effective policy and sound procedures for child protection. All staff have received appropriate training. Close links with the social services department of the UA ensure that any concerns are immediately reported to the appropriate agency.
121. Provision for all pupils with SEN is good. The learning support policy provides clearly documented provision in accordance with the Code of Practice. Careful consideration is given to the needs of pupils and the school has effective procedures for early identification and subsequent monitoring of pupils requiring additional support.
122. All pupils with SEN have individual education plans that include appropriate targets. Parents are consulted and have an opportunity to involve themselves in the review process. External support services are used well to provide further assessment and advice when needed. The designated governor for SEN works closely with the school and has a good understanding of the provision.
123. Pupils are fully integrated into mainstream classes and gain full access to the NC. In best practice, differentiated tasks ensure that pupils can tackle their tasks successfully. This is not a consistent feature in all lessons. The learning support staff work closely with the class teacher and offer pupils effective support in a caring and discreet manner. Emphasis is placed on the home/school links in reviewing specific needs and in enabling pupils to develop within a positive and encouraging learning environment.
124. Behaviour is well managed throughout the school. The policy and procedures to promote good behaviour and eliminate any aspect of bullying or harassment are successful. In discussion, pupils indicate that misbehaviour or incidents of unacceptable behaviour are not tolerated and that all staff deal promptly with their concerns. This is due to the implementation of a clear policy and effective strategies, combined with an ethos of mutual respect and understanding.
125. Pupils are taught to appreciate and respect diversity. The diversity of other faiths, cultures and values is promoted well through the curriculum, and PSE. The use of visitors from different countries who visit the school to talk to pupils about their specific culture is a strong feature.
126. The school actively promotes equal opportunities. All pupils are enabled and encouraged to take part in the activities provided by the school. The school guides and supports learners well, taking good account of their social, educational, ethnic or linguistic background.
127. The school has a Disability Equality Scheme and an appropriate action plan. They are reviewed by the governing body and comments are included in the governors' annual report to parents. On the whole, there is appropriate access to every part of the school but there is no separate toilet provision for the disabled. This is included as an aspect for attention in the SDP.

Leadership and management

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

Grade 2: Good features and no important shortcomings

128. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
129. The headteacher offers the school effective and supportive leadership. Her strong values and total commitment to the well-being and personal development of each of her pupils are clearly reflected in the day-to-day work of the school; this is an outstanding feature. The staff work closely together and support one another effectively within a positive ethos.
130. The school takes good account of local and national priorities including projects on developing pupils' understanding of a healthy life-style, sustainable development and global citizenship. The school is making good progress in developing the Foundation Phase, and the increasing investment in ICT resources is helping more pupils to achieve high standards. The school has gained Key Skills level 1 accreditation by the WJEC for Y6 pupils' work in communication skills. According to the school, it is the first primary school in Wales to be recognised in this way. There is evidence that all these initiatives contribute well to developing pupils' learning.
131. The school plays a full role in local priorities and partnerships. The collaborative approach to curriculum development, assessment and transition arrangements within the family of schools is a strong feature.
132. The school implements performance management procedures in line with statutory requirements. Outcomes include the setting of achievable personal targets linked to relevant training opportunities. Teachers and support staff are encouraged to undertake further professional development as a tool to enhance their professional skills.
133. The school has appropriate procedures for improving the performance of individual staff and teams. Teachers meet regularly and plan aspects of provision collaboratively. More recently appointed staff are well supported and guided by the headteacher.
134. There are effective processes to set realistic targets for pupils at the end of key stages. National Curriculum assessment results are analysed to identify strengths and weaknesses in conjunction with the school's own assessment procedures. Pupils achieve, and often exceed their personal targets.
135. The governing body, which includes many new members, meets regularly and fulfils its regulatory and legal responsibilities. School policies and documentation give appropriate attention to statutory requirements and there are suitable procedures in place for dealing with appeals and complaints.
136. The governing body is highly supportive of the school and makes a good contribution to the strategic management of the school. It demonstrates a deep commitment to its aims and values.
137. Members of the governing body are kept well informed about the school through written and oral reports provided by the headteacher, including an analysis of assessment information. Individual governors visit the school regularly to meet

with staff, offer pastoral support or visit classrooms. Members provide brief reports, either verbally or in writing, on their visits to fellow governors. This practice offers a good basis for extending the monitoring role of governors by focussing more actively on standards of achievement and the quality of the provision.

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 made by the school in its self-evaluation report. The inspection acknowledges good features but also identifies shortcomings.
139. There is a clear commitment amongst the headteacher, the staff and governors to ensuring the highest standards of education. Although the school monitors aspects of its provision within a three-year programme, the evaluation arrangements lack sufficient rigour to offer a comprehensive and systemic scrutiny of the quality of provision and, particularly, pupils' standards of achievement across the subjects.
140. The monitoring policy refers to the extensive arrangements used by the school to monitor its provision within a planned structure. The school accepts that many of these arrangements are used more informally in practice.
141. The headteacher has a good knowledge of pupils' overall development and uses regular staff meetings to share information and to identify needs. The school's analyses of pupil performance in relation to standardised tests and assessments contribute appropriately to this process. The headteacher teaches other classes at the school, but more formal monitoring of pupils' learning in the classroom is not a standard feature of the evaluation programme.
142. Subject responsibilities are shared amongst the teachers but primarily as a result of staff changes, the role of subject leaders is not fully developed.
143. There are useful audits of provision in the areas identified for review in the school's monitoring programme. They include aspects such as reading, writing and mathematics. In the best examples, the reports refer to pupils' standards of achievement related to specific assessment outcomes, evaluations are clear, and ways forward identified. Nevertheless, not all the key priorities included in the SDP, such as developing pupils' Welsh speaking and writing skills in their work across the curriculum, feature sufficiently regularly within the monitoring programme.
144. The school takes appropriate account of the views of staff, parents and governors and makes good provision for UA input. As part of their remit, curriculum support officers working with the school on specific projects, such as a target group in mathematics, monitor their effectiveness alongside the school. The school has commissioned an in depth review of pupils and parents' views of the school which demonstrates a highly favourable outcome in many aspects of provision. The school is currently taking on board the issues identified by parents as being less strong features of provision, such as writing in English. National Curriculum assessment results, and school targets are discussed with the

governing body and members have contributed to the findings of the self-evaluation report.

145. The SDP sets the strategic direction of the school. It identifies relevant targets in the shorter and longer term, notes individual responsibilities and earmarks resources to support the developments. There is good evidence that actions taken by the school have led to improvements in areas such as mathematics, ICT and the introduction of the Foundation Phase. Improvements in aspects, such as Welsh, are more uneven.
146. The self-evaluation report produced by the school prior to the inspection is a concise document which focuses appropriately on elements relating to the seven key questions. The inspection team agreed with the school's judgements in five of the seven key questions. A lower grade has been awarded to the other two key questions. In key question four, insufficient outstanding features were identified to merit a Grade 1. In key question six, the inspection team judged that good features outweigh shortcomings and therefore allocated it a Grade 3.
147. Good features outweigh shortcomings in the progress made in addressing the key issues identified in the previous inspection report. Standards have improved in mathematics and ICT, and in areas of learning in the Foundation Phase. The marking of pupils' work to include positive comments to guide pupils remains to be developed consistently. The school is developing its assessment arrangements but the assessment of most foundation subjects remains more informal. There are effective initiatives to promote the use of Welsh as a medium of teaching across the curriculum, but pupils' standards in speaking and writing Welsh are still insufficiently developed. The development of more specific strategies to evaluate pupils' standards of achievement and the quality of provision has not been addressed fully.

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

Grade 2: Good features and no important shortcomings

148. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
149. The headteacher and governors have ensured that the school is adequately staffed by well-qualified and mostly experienced teachers. They are well deployed. Classroom support assistants work in close and effective partnership with teachers. Good use is made of the services of peripatetic teachers especially for areas such as Welsh and music. There is also good use of volunteers to support aspects of provision. For example, a lady visits the school regularly to listen to pupils reading. This support is valued.
150. All staff benefit from appropriate training that improves their expertise in curriculum areas. Where this is well disseminated, as in mathematics, there is an impact on standards. The headteacher effectively provides induction of new staff.
151. Members of staff have job descriptions that give a clear outline of their responsibilities. Staff have been checked by the Criminal Records Bureau.
152. The school has responded well to the requirements of workforce remodelling. Statutory requirements are met, and resources are managed efficiently.

Teachers are provided with planning, preparation and assessment time. This is achieved through the use of part-time members of staff to teach art and design, and physical education. This arrangement has contributed well to improving standards and extending the curriculum. There are appropriate arrangements to reduce teachers' administrative and clerical tasks.

153. The school caretaker takes pride in his work and the school is well maintained and is clean. The school clerk is very experienced and knows the school well. There is good supervision at meal times with staff aware of issues relating to unacceptable behaviour and emergencies.
154. The school has sufficient resources to meet pupils' needs in all curriculum areas. This is particularly the case in ICT resources where the school has invested well in interactive whiteboards and numerous computers for each classroom. Staff and pupils make effective use of resources in their teaching and learning.
155. The accommodation is well maintained and staff make good use of the space available. For example, they have created purposeful play areas to meet the requirements of the Foundation Phase. Colourful displays add to the warm ethos of the school. Space overall is limited however. There is no hall but the school makes use of the canteen and the library/music area for whole school gatherings. Storage facilities are also very limited. There is no staff room or a designated office for the headteacher. The school has appropriately identified further improvements to the accommodation such as the canteen. There is a large hard play area for pupils and the school makes good use of local communal facilities for environmental work and aspects of physical education.
156. Financial management is good, within very tight constraints. The headteacher and the governing body's finance sub-committee set priorities. They audit expenditure carefully with the support of the clerical officer and ensure that resources are matched to the school's priorities. The school offers value for money.

Standards achieved in subjects and areas of learning

Under Fives

157. The overall quality of provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

Personal and social development, well-being and cultural diversity

Grade 2: Good features and no important shortcomings

Good features

158. Most children are well motivated and demonstrate good attitudes towards their work. They concentrate and persevere with their activities for increasing lengths of time. They behave responsibly, take their turn, share, and display good self-control. They play and work together effectively. They take responsibility for their own personal hygiene, and they learn to dress for physical activities and other outdoor activities that are planned such as the regular 'Wellies Walk'. The children have a good awareness of their own culture. They are aware of the

significance of St David's Day and they enjoy taking part in school celebrations. They learn well about the traditions and celebrations of different cultures, for example, the Chinese New Year.

Shortcomings

159. There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

160. Most children listen well to whole class presentations, stories and to their peers. Most children speak clearly and are eager to take part in story time. A few individuals possess a good range of vocabulary which they use very effectively. All children display an interest in books and are beginning to behave as readers. Most children can sequence the events of a story correctly. Many children can identify letters and their sounds, and some simple words. They enjoy mark making in various purposeful situations. The older children can record words and simple phrases and understand what they have written. A few children can correctly and independently write their names.

Shortcomings

161. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

162. By means of practical activities and discussion, children develop a good understanding of number in a variety of contexts. At their level of development, most children can sort, match, order and sequence objects, and complete number games successfully. Older children can count, read, compare and arrange numbers, and recognise patterns and sequences. They can sort things that are the 'same' and 'different' and use the terms correctly. They can recall a range of number rhymes.

163. By means of role-play, the children develop an appropriate awareness of the use of money. They have a secure knowledge of more familiar two-dimensional shapes and describe their features accurately. In their play, they demonstrate a good understanding of mathematical vocabulary, such as 'long', 'short', 'big' and 'small'. Older children are also familiar with language linked to capacity such as 'full', and 'empty'.

Shortcomings

164. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

165. The children are aware of simple chronology and change as they discuss old and modern toys during a visit to the local museum. They can identify the main similarities and differences in aspects such as design and materials. They are

aware of the natural features in their immediate environment including hills and fields. They are also aware of man made features including different types of buildings, roads and bridges around the school. They also have a good awareness of the features of other countries, such as China, particularly the food and clothes. Their early mapping skills develop well as they draw and record the main features of their journey to the park. Their observational skills are good. Through planting and observing the growth of flowers and plants, for example, they have a good awareness that plants need water and light to grow. They also observe and record the weather effectively. They also use their ICT skills well, including the interactive whiteboard, to create big pictures and patterns.

Shortcomings

166. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

167. By means of physical play, practical experiences and a range of stimuli, the children develop a good understanding of how their bodies move. When using a variety of outside equipment, they move safely with good control and co-ordination. Children's fine motor skills are good. During table-top activities, they use pencils, brushes, scissors and glue with good control. The majority handle the computer mouse effectively to operate programs and drag objects across the screen. Children can mould, roll and stretch malleable materials to create different shapes. They use cutlery correctly and safely.

Shortcomings

168. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

169. The children work enthusiastically with paint and other creative media and use a variety of techniques with increasing skill and understanding. They use a variety of brushes and equipment and realise that colours change when they are mixed. They produce paintings of a good standard. A few pieces of work, such as the study of Van Gogh's Sunflowers, are of a very high standard. Children create colourful collages linked to their topic work. They choose carefully from an extensive range of materials.

170. Through various role-play situations, the children increasingly develop their imagination and confidence. They co-operate well, and happily adopt different roles as they play. They sing a number of nursery rhymes and songs tunefully demonstrating a good knowledge of the words and content. They understand that percussion instruments are played in a variety of ways and make different sounds.

Shortcomings

171. There are no important shortcomings.

Welsh first language

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

172. In key stage 1, pupils listen well to teacher presentations and stories. The majority speak with growing confidence, and many can retell a story in a logical sequence. The majority of pupils respond appropriately to teachers' questions using familiar speech patterns and a basic working vocabulary.
173. In key stage 1, most pupils' reading skills develop appropriately. Their reading of simple texts shows a good understanding of the content and the characters. The majority of pupils write in a range of forms. Overall, they make correct use of basic sentence patterns and appropriate vocabulary to record their work.
174. In key stage 2, pupils' listening skills are good. Most pupils participate appropriately in class discussions. A few pupils express themselves confidently and make effective use of an increasingly extended vocabulary.
175. In key stage 2, more able readers read with good understanding. A few pupils can discuss well their reading preferences and understand the difference between fiction and non-fiction. Pupils write for a range of purposes. The majority can locate words in a dictionary in order to assist them with their spelling, and they use punctuation and paragraphing accurately overall. With support, pupils make increasing use of adjectives and similes in their work.

Shortcomings

176. In both key stages, many pupils lack a sufficient grasp of sentence patterns and relevant vocabulary to communicate accurately and confidently in different situations.
177. In key stage 2, a few pupils have difficulty in understanding the content of their reading material.
178. In both key stages, pupils do not write sufficiently in an extended manner, and in key stage 2, their work demonstrates an insecure grasp of correct spelling and syntax.

Mathematics

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

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

Good features

179. In key stage 1, most pupils have a good understanding of number bonds and patterns. They count confidently forwards and backwards, can recognise and name larger numbers, and can count accurately in multiples of twos, fives and tens. Pupils know the difference between odd and even numbers and can double numbers correctly. They understand the connection between addition and subtraction.
180. In key stage 1, the majority of pupils have a good understanding of shape, space and measure and name a range of two-dimensional shapes and some solid shapes correctly. Most have a good understanding of money. They successfully

group coins together to make a given amount and record their answers accurately.

181. The majority of pupils develop good foundations for problem solving, measuring and estimating quantities. By Y2, they have a good understanding of a wide range of standard measures. Their estimating skills are developing well. Older key stage 1 pupils use the interactive whiteboard effectively to measure and compare the length of lines, for example.
182. By the end of key stage 1, the majority of pupils use different methods to present mathematical information, including data tables and graphs, with reasonable accuracy. Many pupils understand Venn and Carroll diagrams in practical situations when sorting toys by age, for example.
183. In key stage 2, the majority of pupils develop their mathematical knowledge and understanding appropriately. By upper key stage 2, they can correctly carry out calculations using the four rules of number. They have a good understanding of the place value of digits and decimals. More able pupils have a good understanding of multiplication and can calculate fractions and compare different fractions correctly.
184. In key stage 2, the majority of pupils develop and apply their thinking skills appropriately in a range of mathematical activities. Many upper key stage 2 pupils can devise their own strategies for solving problems and can present their findings in an organised manner. This is evident when they calculate using fractions to distribute liquid accurately, or when devising strategies to halve a £1.
185. In key stage 2, the majority of pupils have a good understanding of shape and measure. They can identify the geometrical features of three-dimensional shapes and describe them well. More able pupils can calculate the area of shapes, and measure angles effectively. Overall, they have a good understanding of co-ordinates, relating to shape and position.
186. By the end of key stage 2, the majority of pupils can collect and present data in a variety of forms. They can interpret line, bar or pie graphs with reasonable accuracy.
187. In both key stages, pupils make good use of their ICT skills to support their work when presenting data, for example, or using logo to create shapes. Pupils throughout the school use mathematical terms appropriately.

Shortcomings

188. In key stage 2, many less able pupils lack the confidence to use different mathematical approaches and find it difficult to develop their own mathematical ideas.

Information and communication technology

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

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

189. In key stage 2, pupils make highly effective use of a wide range of ICT skills to support and enhance their work in a range of tasks and across the curriculum. A very good example is the class novel produced by the pupils when working with a local author. The end product is an attractive and well-presented document.

190. In key stage 2, pupils use their skills confidently and independently and can explain very effectively the choice of different programs for a given task.
191. Pupils have the skills and technological awareness to work independently, collaboratively and often creatively with the wide range of equipment available. An example is the local history project where pupils practised and extended their planning, recording and editing skills confidently alongside ICT staff in the 'Media Bus'.

Good features

192. In key stage 1, pupils work with increasing independence and confidence. They develop good mouse control and keyboard skills. They use graphics programs well to produce pictures, designs and patterns, and can select different tools and change colours.
193. In key stage 1, most pupils develop good word processing skills. They use the appropriate keys to change the font, correct mistakes, save and print their work. Pupils make good use of the interactive whiteboard to consolidate their ICT skills and to undertake group tasks in language activities, for example.
194. Pupils use logo and the turtle effectively in mathematical and geography lessons to enhance numeracy skills and develop directional skills in geography.
195. In key stage 2, pupils develop and improve their word processing skills well and they apply these confidently when producing various pieces of writing. They can use a range of different fonts and styles, and combine texts and images effectively. They quickly save files and drafts and they can resize and move pictures around a document.
196. In key stage 2, pupils make effective use of a variety of programs. They use the publisher program to create posters, and data handling packages to organise present, and analyse data. A very good feature is pupils' confidence and understanding relating to multi-media presentation. Pupils plan and create interesting presentations using a range of text, graph and selected images when recounting a field trip. They develop very good presentation skills and display their ideas highly effectively in a variety of forms. Pupils' work on a study of the planets is another example.
197. The Internet is used well by pupils for research purposes. Older key stage 2 pupils, for example, search and download appropriate text and pictures in their studies on the Victorian Era in history and the National Parks in geography. They use a search engine successfully and independently to research and gather data in order to produce an information sheet on Wales.
198. Pupils know how to access e-mail facilities and how to send messages. They have contacts with schools in the county and also abroad as part of their studies across the curriculum.
199. Pupils can move and direct models in certain directions and use a range of technical equipment. They are skilled in using cameras and are eager to take turns to record aspects of their work in lessons which they evaluate later.

Geography

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

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

Good features

200. In key stage 1, pupils can identify and name many features, such as buildings, parks and roads, in their immediate environment accurately. They are aware of the basic services in their locality and visit the local church and museum. They know how people contribute to their community and look after the environment. They also know the different forms of transport in the area.
201. In key stage 1, pupils' mapping skills develop well. They can draw simple maps and insert symbols to represent rivers, valleys, mountains, woodland and buildings. Many can create a route map linked to the story 'Ble mae Tedi Twt' on the interactive whiteboard. They know the points of the compass and that the beach is to the south and Carmarthen to the west. Older pupils can identify and place symbols on a local plan. They match places with corresponding photographs with increasing precision.
202. In key stage 2, pupils can compare and contrast Abergwili with a village in Lesotho and Ethiopia. They can read a map of Lesotho and identify a village. Through effective use of the internet and e-mail they appreciate that people in different parts of the world speak different languages, eat different foods, experience a different climate and live in different types of homes.
203. In key stage 2, pupils use their enquiry skills well as they study their locality giving sound evaluations of the effect of humans on the landscape, and what services would benefit the locality. The outstanding links the school has with the community strengthens pupils' understanding of their locality.
204. In key stage 2, pupils use the correct geographical terminology, and can locate places using six figure references precisely. Older pupils have a good understanding of scale. They use the interactive whiteboard confidently to demonstrate their understanding to others.
205. In key stage 2, pupils use a wide range of resources, such as books, photographs and maps, to develop their understanding of places in Wales, such as Snowdonia. They use their ICT skills productively to gather information and to create data banks comparing the weather in other parts of Wales with the wider world.

Shortcomings

206. There are no important shortcomings.

Music

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

207. In both key stages, pupils know a variety of songs, rhymes and hymns suitable for their age. When singing, older key stage 2 pupils understand the importance of maintaining pitch and tempo.

208. In key stage 1, the majority of pupils use untuned instruments and other sound sources appropriately and can discuss the different sounds they make. Older pupils use instruments appropriately to compose and perform a short musical sequence. They listen to other pupils' performances and follow the conductor reasonably well.
209. In response to a stimulus, key stage 2 pupils can compose an interesting sequence using untuned instruments and other sound sources. They work in pairs and groups effectively to prepare a short performance. They record their ideas on a graphic score and follow it reasonably accurately when performing. Pupils listen well to other pupils' compositions and can evaluate their performance simply, offering appropriate suggestions for improvement.
210. Key stage 2 pupils play the recorder confidently either individually or as members of a group. Older pupils play highly effectively and with technical accuracy. They make informed comments on their performances demonstrating a good understanding of musical elements and terms.
211. Older pupils benefit from the good opportunities to participate as members of a county orchestra, 'Cerddorfa Arall'. Older pupils' performing skills also benefit from being members of the Y6 county choir.

Shortcomings

212. In both key stages, the majority of pupils' composing and appraising skills have not developed sufficiently.
213. Key stage 1 pupils, and many younger key stage 2 pupils' knowledge of musical elements and terms is insufficiently secure.

School's response to the inspection

As a school we are proud of the inspection's findings which is a recognition of the dedicated efforts of all linked to Abergwili School. It is a reflection of the commitment and care of staff, governors, pupils, parents and the community.

The inspection team found Abergwili to be a good school with some outstanding features, most notably in the range and quality of the learning opportunities provided, and the day-to-day care and pastoral support offered to the pupils.

The inspection provided an opportunity for the positive aspects of the school to be recognised as well as being informative about the areas that need to be developed. The school will now prepare an action plan which will then be incorporated into its School Development Plan.

We would like to thank the inspection team for their report and the courteous and thorough manner in which the inspection was conducted.

Appendix 1

Basic information about the school

Name of school	Abergwili Voluntary Controlled Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3-11
Address of school	Gerddi Gyfre Abergwili Carmarthen
Postcode	SA31 2JD
Telephone number	01267 236209

Headteacher	Mrs E Jameson
Date of appointment	February 1995
Chair of governors	Mrs G James
Registered inspector	Miss D Morris
Dates of inspection	1-3 June, 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		11	2	8	9	7	7	7	51

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.8:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	19.6
Teacher (fte): class ratio	1.03:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	-	100%	96.62%
Autumn 2008	-	90.94%	95.86%
Spring 2009	-	96.9%	96.5%

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 2008	Number of pupils in Y2	8
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	75.0%	In Wales	80.7%

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6:		11				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher	School	0	0	0	0	9	45	45
	assessment	National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Welsh	Teacher	School	0	0	0	0	27	45	27
	assessment	National	0.3	0	1	4	16	53	24
Mathematics	Teacher	School	0	0	0	0	18	55	27
	assessment	National	0.2	0.5	0.6	0	14.7	64	36
Science	Teacher	School	0	0	0	0	0	64	36
	assessment	National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	72.7%	In Wales	75.5%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors, including the school's nominee, spent the equivalent of six inspection days at the school and met as a team before the inspection.

These inspectors visited:

- 18 lessons, as well as parts of learning sessions, and
- registration periods and sessions of collective worship.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;

- senior managers, teachers and support staff;
- the school council, and
- representatives of organisations connected with the school.

The team also considered:

- the school's self-evaluation report;
- 20 responses to the parents' questionnaire; 100% of the responses were positive, and
- documents provided by the school both before and during the inspection.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 2, 5 and 6 Under-fives, Welsh first language, music
Mr Enir Morgan Team Inspector	Key Questions 3, 4 and 7 Mathematics, information and communication technology, geography
Mr Gwynoro Jones Lay Inspector	Contributions to key questions 1, 2, 3, 4 and 7
Mrs Elinor Jameson Headteacher/Nominee	Attending meetings and providing information

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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