

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

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

**Ysgol Gynradd Llangadog  
Llangadog  
Carmarthenshire  
SA19 9HP**

**School Number: 6692080**

**Date of Inspection: 04/11/08**

**by**

**David Martin Cray  
16768**

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Ysgol Gynradd Llangadog 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 Ysgol Gynradd Llangadog took place between 04/11/08 and 06/11/08. An independent team of inspectors, led by David Martin Cray undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 The school is located in the village of Llangadog and it is maintained by Carmarthenshire Local Education Authority. It has a large catchment area and pupils come not only from Llangadog itself, but also from dispersed villages such as Llanddeusant, Bethlehem, and Gwynfe. Due to the dispersed nature of the area, there are few opportunities for children to attend a nursery setting prior to commencing their education. According to the school the area is neither prosperous and neither is it considered disadvantaged. The children's attainment levels vary when they are first admitted to school and a number score below the medial according to the school's baseline score.
- 2 There are currently 117 pupils between 3 and 11 years of age on the school register and they are admitted on a full-time basis at the beginning of the term prior to their fourth birthday. Pupil numbers have increased over recent years.
- 3 Approximately five per cent are entitled to receive free school meals - a figure that is considerably lower than county (15.2%) and national averages (17.5%), Thirty three pupils, (28%) are designated as having additional learning needs.
- 4 Slightly over a third of pupils come from homes where Welsh is spoken as a first language and the school follows the National Curriculum in Wales Welsh first language programme of study. English is formally introduced at the beginning of Key Stage 2.
- 5 The school was last inspected in October 2002. There have been a number of staffing changes in the meantime. The headteacher has been in post since 2002.

### The school's priorities and targets

- 6 The school's priorities and targets for 2008 – 2010 include a number of priorities relating to:
  - Standards.
  - Management.
  - Curriculum.
  - Resources.
  - External agencies.

## Summary

7 The findings of the inspection team match those of the school in six of the seven Key Questions. A higher grade was awarded for Key Question 3.

### 8 Table of grades awarded

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

9 The pupils, including the sizeable cohort with additional learning needs, succeed well in achieving agreed learning aims. They succeed in their work, regardless of their ability, social or linguistic background.

10 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's most recent performance results are as follows:

	2005	2006	2007
<b>Key Stage 1</b>	4	4	3
<b>Key Stage 2</b>	2	4	3

#### Key

Performs in the upper 25% of schools

Performs in the upper 50%, but below the 25% highest performing schools

Performs in the lower 50%, but above the 25% lowest performing schools

Performs in the lowest 25% of schools

11 Over time, it was seen that the performance of girls' is consistently better than that of boys in both key stages.

12 The standards achieved by pupils in the lessons inspected are as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
13%	67%	20%	--	--

- 13 These standards compare favourably with those published in the Annual Report of Her Majesty's Chief Inspector (2006-2007), which states that nationally, standards were generally good or better (grades 1 and 2) in 80% of lessons, and outstanding (grade 1) in 10%.
- 14 The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.
- 15 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved by pupils are as follows.

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	--	Grade 3
Design and technology	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 2
Music	Grade 2	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

- 16 The under-fives achieve appropriate levels in their communication, mathematical and information and communications technology skills across all areas of the Foundation Phase.
- 17 Pupils in both key stages achieve good standards in their communication skills across curriculum subjects. The ability of most pupils to express themselves in correct and clear Welsh is outstanding. Across the key stages, pupils make good use of their mathematical skills. Although the standards they achieve are generally good, the pupils do not make sufficient use of their information and communications technology skills to support their learning across the subject range in both key stages.
- 18 The pupils' bilingual proficiency is developing outstandingly well.
- 19 Pupils' personal, social and learning skills show good development. They behave very responsibly inside and outside of lessons. They show interest in their work; they use their time effectively and in the main they work enthusiastically and productively in lessons. They display honesty and fairness in their involvement with others and they develop positive personal values.
- 20 In the three full terms prior to the inspection, pupils' average levels of attendance were over 95%.

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

#### **Grades for teaching**

21 In the lessons observed, the quality of teaching was adjudged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
13%	74%	13%	--	--

22 The quality of teaching compares favourably with the national picture as published in the latest Annual Report of Her Majesty's Chief Inspector (2006-2007), which states that the teaching was good or better (grades 1 and 2) in 80% of lessons, and outstanding (grade 1) in 14%.

23 The school provides equal access to a broad and balanced curriculum that is relevant to the needs of pupils of all ages.

24 The provision for pupils' extra-curricular experiences is outstanding. Their curriculum is extended and enhanced by a very wide range of interesting and stimulating experiences that extend pupils' horizons particularly effectively.

25 Although the school has a homework policy, it needs to communicate it more clearly to parents.

26 The pupils' spiritual, moral, social and cultural development is promoted outstandingly. Pupils' spiritual development is promoted by taking an active part in sessions of collective worship that create a very special worshipful atmosphere. The arrangements satisfy the statutory requirements in full.

27 There is a good partnership between the school and parents and there was a very high measure of support in the questionnaires returned to the inspectors.

28 The school plays an outstanding part in the community. Local generosity is greatly appreciated and this is a school that is truly at the heart of its community.

29 The school has developed strong links with schools in Lithuania, France, Ireland and Malta, and a Comenius language assistant from Italy attended the school for six months. This work provides outstanding opportunities to promote pupils' awareness of citizenship.

30 The school is a happy community that exudes a very caring and friendly ethos. All members of staff know their pupils well and they provide them with high quality care and support.

31 Pupils with additional learning needs are identified at an early stage and there are effective systems in place to support their education.

### **Leadership and management**

32 The school's vision, '*Preparing together today for the future of tomorrow*', is effectively realised under the headteacher's leadership. She succeeds in effectively co-ordinating the work of the teachers, support staff, the governing

body in order to give clear strategic direction to the development of the school.

- 33 Governors have a good understanding of their responsibilities. They fulfil all the statutory responsibilities placed upon them.
- 34 Self-evaluation is well established at the school there are comprehensive procedures in place and they are operated systematically.
- 35 The self-evaluation report presented to the inspectors has been completed very thoroughly. It is an evaluative document and is very transparent in terms of identifying the issues for development as well as the good features.
- 36 Good progress has been made in addressing the four Key Issues highlighted in the inspectors' report in 2002.
- 37 There is a sufficient number of teaching staff and the pupil:teacher ratio is favourable. Teachers are well versed in the areas they teach and the learning assistants fulfil their duties well making an important contribution to the quality of teaching and to the standards achieved.
- 38 The school has a very good supply of resources, including computer hardware.
- 39 There are pressures on most of the classrooms due to the increase in pupil numbers, and if the school continues to grow, as seems likely, this will need to be addressed as a matter of urgency. As things stand, it is only the willingness of staff to adapt to their circumstances that safeguards the pupils' experiences.
- 40 The school buildings and grounds are well maintained and standards of cleanliness are high.
- 41 Throughout the school there are attractive displays that celebrate pupils' work and they make a major contribution to the atmosphere at the school.
- 42 Financial management at the school is good and the headteacher and the governing body supervise the budget carefully. The school provides good value for money.

## **Recommendations**

- R1 Address the shortcomings identified in the subject section, particularly in English in Key Stage 2.
- R2 Improve boys' attainments in National Curriculum assessments at the end of both key stages.
- R3 Work with the local education authority in order to ensure sufficient space for the school's learning and teaching needs.

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

- 43 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 44 The pupils, including the sizeable cohort with additional learning needs, succeed well in achieving agreed learning aims. They succeed in their work, regardless of their ability, social or linguistic background.
- 45 In Key Stage 1 in 2008, according to teacher assessments, 79% of pupils attained level 2 or above in the core subjects of Welsh, mathematics and science. In 2007 the figure was 83.3% (Wales 80%; Carmarthenshire 79%). In 2006 it was 50% (Wales 80.6%; Carmarthenshire 77.7%), and in 2005 it was 76.5% (Wales 80.9%; Carmarthenshire 77%). The school's results for 2008 were lower than county and national averages (2007) in Welsh, but were considerably higher in mathematics and science.
- 46 In Key Stage 2 in 2008, according to teacher assessments 64% of pupils at the school attained level 4 or above in the core subjects of Welsh, English, mathematics and science. In 2007 the figure was 80% (Wales 74%; Carmarthenshire 74%). In 2006 it was 50% (Wales 74.2%; Carmarthenshire 74.6%), and in 2005 it was 83.3% (Wales 74.3%; Carmarthenshire 74.8%). The school's results for 2008 were lower than county and national averages (2007) in Welsh and English, they were higher in mathematics and comparable in science.
- 47 Over time, it was seen that the performance of girls' is consistently better than that of boys in both key stages.
- 48 In relation to comparator schools in Wales in terms of the percentage of pupils receiving free school meals, the school's most recent performance results are as follows:

	2005	2006	2007
<b>Key Stage 1</b>	4	4	3
<b>Key Stage 2</b>	2	4	3

**Key**

Performs in the upper 25% of schools

Performs in the upper 50%, but below the 25% highest performing schools

Performs in the lower 50%, but above the 25% lowest performing schools

Performs in the lowest 25% of schools

49 The standards achieved by pupils in the lessons inspected are as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
13%	67%	20%	--	--

50 These standards compare favourably with those published in the Annual Report of Her Majesty's Chief Inspector (2006-2007), which states that nationally, standards were generally good or better (grades 1 and 2) in 80% of lessons, and outstanding (grade 1) in 10%.

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

52 In Key Stage 1 and Key Stage 2, in the subjects inspected, the standards achieved by pupils are as follows.

<b>Subjects</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	--	Grade 3
Design and technology	Grade 2	Grade 2
Information and communications technology	Grade 2	Grade 2
Music	Grade 2	Grade 1
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

53 The under-fives achieve appropriate levels in their communication, mathematical and information and communications technology skills across all areas of the Foundation Phase.

54 Pupils in both key stages achieve good standards in their communication skills across curriculum subjects. The ability of most pupils to express themselves in correct and clear Welsh is outstanding. Across the key stages, pupils make good use of their mathematical skills. Although the standards they achieve are generally good, the pupils do not make sufficient use of their information and communications technology skills to support their learning across the subject range in both key stages.

55 The pupils' bilingual proficiency is developing outstandingly well and by the end of Key Stage 2 they use Welsh and English with increasing confidence in their studies.

56 Pupils of all ages make good progress in their learning. They are able to respond intelligently in lessons to concepts and tasks that challenge them to

think. All of this makes a good contribution to their ability to work creatively and to solve problems

- 57 The pupils' personal, social and learning skills are developing well. They behave very responsibly in and out of lessons; they play together happily and socialise with each other during break times. They show interest in their work; they use their time effectively and in the main they work enthusiastically and productively in lessons. Their ability to work with others is good; in group situations, they listen to and respect each other's opinions and come to a consensus when engaged in collaborative tasks. They show honesty and fairness in their involvement with each other and develop positive personal values.
- 58 In the three full terms prior to the inspection, pupils' average levels of attendance were over 95%. There are few instances of unauthorised absences and pupils arrive punctually at school.

## The quality of education and training

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

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

- 59 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 60 In the lessons observed, the quality of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	74%	13%	--	--

- 61 The quality of teaching compares favourably with the national picture as published in the latest Annual Report of Her Majesty's Chief Inspector (2006-2007), which states that the teaching was good or better (grades 1 and 2) in 80% of lessons, and outstanding (grade 1) in 14%.
- 62 The outstanding features to the teaching include:
- the teachers' particular ability to plan lessons in a very thorough manner;
  - tasks that are particularly challenging and that stimulate pupils' interest and enthusiasm;
  - highly skilful questioning that builds effectively on what pupils know already and on what they are able to do; and
  - very sound knowledge and understanding of the subjects.
- 63 Where the teaching is good, teachers:
- plan in detail and in a purposeful manner, with clear learning objectives at the beginning of lessons that are shared effectively with pupils;
  - build on pupils' understanding by reference to previous learning;

- introduce the work in a way that engages interest and enthusiasm;
  - make effective use of a number of different teaching techniques and strategies;
  - set differentiated tasks and provide appropriate support that enables pupils to complete them successfully;
  - are good role models and enhance the teaching by using well developed language; and
  - provide effective summaries at the end of lessons that enable pupils to reflect on what they have learned.
- 64 The shortcomings to the teaching include:
- presentations that are too long and that fail to sufficiently stimulate and engage pupils;
  - activities that have not been sufficiently differentiated for the age and ability ranges in class;
  - expectations that are not ambitious enough; and
  - a lack of pace and insufficient challenge.
- 65 The progress of the under-fives is assessed and recorded in detail and comprehensive notes are kept. In Key Stages 1 and 2, pupils' work in the core subjects is assessed on a termly basis and at the end of the key stage. This ensures that the school has a clear picture of the achievements of each pupil. However, the arrangements for the foundation subjects and religious education are less sound.
- 66 The school has effective systems for analysing the data that is available through standardised tests and teachers' assessments, and appropriate improvement targets are set. Recently, the school has developed a progress tracking form that provides additional information on pupils' performance as they move through the school. However, the work is in its infancy and it has not yet had an opportunity to impact fully on the work.
- 67 Pupils' work is marked clearly and, in the best practice, constructive observations are made that explain clearly how the pupils can improve specific aspects of their work. However, the pupils' previous work shows that it is not applied consistently across all classes.
- 68 Portfolios of work are used, primarily in the core subjects, that have been levelled by cluster schools according to National Curriculum criteria in order to facilitate the work of moderating teachers' assessments and exemplify good work.
- 69 Recently, the school has begun to set individual targets for pupils in language and they are regularly reviewed. The school acknowledges the need to develop further the practice of encouraging pupils to evaluate their work in order to promote their self-assessment skills.
- 70 The annual reports to parents conform to requirements. They are of good quality and give a clear picture of pupils' achievements, particularly so in the core subjects. However, there are few comments identifying the steps to

improvement. Parents are welcomed formally to discuss their children's progress on one occasion during the year and they are welcome to do so informally at any time.

**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**

- 71 The findings of the inspection team differ from the school's judgement in its self-evaluation report to the extent that the school has awarded Grade 2 for this key question. In coming to a view, the school did not give sufficient consideration to the wealth of learning experiences provided for pupils.
- 72 The school provides equal access to a broad and balanced curriculum that is relevant to the needs of pupils of all ages. The overall quality of the educational provision for under-fives is appropriate to their needs and the children make good progress towards the outcomes of the Foundation Phase.
- 73 The school has begun to review and fine-tune the schemes of work to fulfil the requirements of Curriculum 2008. The work is progressing well.
- 74 The provision for pupils' extra-curricular experiences is outstanding. Their curriculum is extended and enhanced by a very wide range of interesting and stimulating experiences that extend pupils' horizons to very good effect. The variety of after-school clubs gives them very good opportunities to fine-tune and extend their talents.
- 75 Although the school has a homework policy, it needs to communicate it more clearly to parents.
- 76 Pupils receive valuable experiences by visiting places of special interest such as St Fagans, Techniquet and the Assembly as well as undertaking fieldwork in areas of the Beacons' National Park. The older pupils benefit from residential experiences at the Urdd centre at Llangrannog and at Pendine, and these experiences provide them with very valuable learning experiences.
- 77 The pupils' spiritual, moral, social and cultural development is promoted outstandingly. Pupils' spiritual development is promoted by taking an active part in sessions of collective worship that create a very special worshipful atmosphere. The arrangements satisfy the statutory requirements in full. Sharing moral messages is a major part of the provision and the school ensures that pupils respect each other, adults and visitors, and that they have a clear sense of ownership and responsibility towards each other and their environment. The numerous opportunities they receive to raise money for different charities make a key contribution to raising their awareness of their responsibilities as citizens.
- 78 There is a good partnership between the school and parents and there was a very high measure of support in the questionnaires returned to the inspectors.

Parents and friends of the school make a very valuable contribution and they have raised considerable sums of money through a number of different activities.

- 79 The school plays an outstanding part in the community and members and representatives of the community regularly come to the school to share their experiences and interests with pupils. Local generosity is greatly appreciated and this is a school that is truly at the heart of its community.
- 80 The school has effective links with other schools, that primarily feed Ysgol Uwchradd Pantycelyn, and the bridging arrangements with that school are very good.
- 81 The provision for pupils' personal and social education is good. The Circle Time periods offer them opportunities to discuss a range of issues such as emotions and feelings, the importance of friends and of being aware of how to behave towards others.
- 82 The school takes advantage of every opportunity to develop pupils' links with the world of work and business and it has developed useful links with agencies such as Careers Wales.
- 83 The provision for promoting pupils' bilingual skills is outstanding and is one of the school's strengths. Through purposeful planning and clear policy implementation, pupils receive regular opportunities to develop their translingual skills and to learn through the medium of both Welsh and English.
- 84 The school provides particularly good opportunities for pupils to develop their sense of Welshness and their awareness of their roots. The Cwricwlwm Cymreig is a notable element of the provision in subjects such as history, music and art. Welsh culture is also promoted through singing, dancing and recitation and by a range of other activities associated with the Urdd organisation and local eisteddfodau.
- 85 The school has developed strong links with schools in Lithuania, France, Ireland and Malta, and a Comenius language assistant from Italy attended the school for six months. This work provides outstanding opportunities to promote pupils' awareness of citizenship.
- 86 The school's provision for promoting sustainable development is outstanding and regular opportunities are provided for pupils to care for the environment by taking part in conservation schemes. Considerable emphasis is placed on the need for recycling, healthy eating, saving energy and the effect of exercise on the body, and particularly good examples of this are to be seen in the day-to-day life of the school. The Eco Committee is very active and it consistently promotes sustainability issues. The school has gained the Eco-schools Flag for the second time. Its efforts to promote pupils' awareness and understanding of 'Fair Trade' are also progressive.

- 87 Through a number of activities such as the school's *Business Week*, looking after the fruit shop, organising stalls in fairs, and marketing their own products under the *Cwdyn Cotwm Cadog* brand, the pupils' enterprise skills are promoted very effectively.

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

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

- 88 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 89 The school is a happy community that exudes a very caring and friendly ethos. All members of staff know their pupils well and they provide them with high quality care and support. Equal access is provided to all aspects of educational activity.
- 90 Through the School Council, pupils receive good opportunities to learn about citizenship, the importance of democracy and their right to express opinions on several aspects of the life of the school. It operates within guidelines.
- 91 The school has good arrangements that encourage and enable pupils to be healthy. Priority is given to promoting healthy eating practices during snacks and at lunchtime, and they receive good daily opportunities to improve their fitness levels.
- 92 The school has clear procedures for caring for pupils' wellbeing and they are operated appropriately. All members of staff, including assistants, have received suitable first aid training. Any accidents are recorded in an appropriate book. Detailed risk assessments are undertaken before educational visits or activities. Termly fire drills are held and appropriate records kept.
- 93 Pupils' achievements are celebrated in a number of different ways, including awards assemblies in which they receive certificates such as a 'Cool' Welshman or Welsh woman and for saving money. They receive praise for their efforts and they take pride in this.
- 94 The school carefully monitors pupils' attendance and punctuality and it responds quickly as required in the event of any unnotified absences or regular lack of punctuality.
- 95 The school follows correct guidelines as to procedures in relation to children in the care of the local authority.
- 96 The arrangements for child protection are well established. The headteacher and deputy are the designated members with responsibility for child protection and all members of staff are aware of all procedures and policies.

- 97 Pupils with additional learning needs are identified at an early stage and there are effective systems in place to support their education. Good use is made of continuous tests and monitoring. Individual education plans are drawn up that set relevant targets and identify strategies that can be used to achieve them. Pupils are fully included in the life and work of the school. They receive valuable support from a specialist teacher and the classroom assistants, who work very effectively with the teachers to plan and review the pupils' progress.
- 98 The policies for equal opportunities and racial equality are soundly established. Positive attitudes are encouraged on issues such as promoting equality on the basis of race, gender, background and disability. Emphasis is placed on teaching pupils about the importance of tolerance and respect towards others. This is an outstanding feature.
- 99 The school is successful in nurturing positive attitudes and promoting co-operation amongst pupils in order to avoid any oppressive behaviour.
- 100 Reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably. The school has an appropriate accessibility policy and there is a disability equality scheme in operation.

## Leadership and management

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

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

- 101 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 102 The school's vision, '*Preparing together today for the future of tomorrow*', is effectively realised under the headteacher's leadership. She succeeds in effectively co-ordinating the work of the teachers, support staff, the governing body in order to give clear strategic direction to the development of the school.
- 103 There is a range of clear and up to date policies that focus on pupils' needs and staff and governors understand and implement them. Priority is given to creating the optimum environment for teaching and learning. Equality for all is promoted and the school ensures that staff and governors play an active role when strategic decisions are made. This leads to effective teamwork and productive working relationships.
- 104 Good consideration is given to local and national priorities in the planning of developments. It has gained accreditation as one of the first healthy schools in Wales and it is also recognised as an International School. They are about to apply for their third Green Flag as an Eco School and the school was involved earlier this year in a pilot scheme to develop pupils' skills. Detailed

arrangements have been made for implementing the requirements of the Foundation Phase.

- 105 There are good arrangements for working with local partnerships and the school benefits from the catchment provision - 'The Pantycelyn Family', for staff training and developing curricular aspects.
- 106 An effective system has been established for managing and improving staff performance. The targets correlate well to the school's priorities for development and they have a positive impact on the work.
- 107 The school responds effectively to the development needs of teaching staff and the assistants through a programme that includes training courses outside school hours, visits, one day courses and extended courses in curricular and management areas.
- 108 Governors have a good understanding of their responsibilities. They complete their work conscientiously, and through close co-operation with the headteacher, they contribute effectively to the strategic direction of the school. They fulfil individual responsibilities and take seriously their role as a critical friend to the school. They fulfil all the statutory responsibilities placed upon them.

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

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

- 109 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 110 Self-evaluation is well established at the school; there are comprehensive procedures in place and they are operated systematically. Teaching staff undertake a good measure of responsibility in this regard. A number of different strategies are employed to collect evidence, including lesson observation, examining pupils' work, analysing test and assessment results, together with taking advantage of the advice of local education authority school improvement officers.
- 111 The information is used effectively to make improvements, but some evidence was seen within the monitoring records of the need to be more analytical in the evaluation of standards.
- 112 Through questionnaires and the *Ideas Box*, parents and pupils are given good opportunities to express their views on various aspects of the life and work of the school.
- 113 Data is analysed effectively in order to compare the school's performance with that of others, but there is room to give more attention to pupil performance set against national benchmarking data.

- 114 The reports presented to the governing body on self-evaluation outcomes are of an informal nature.
- 115 The self-evaluation report presented to the inspectors has been completed very thoroughly. It is an evaluative document and is very transparent in terms of identifying the issues for development as well as the good features. There is reference to a full range of sources of evidence.
- 116 Overall, there are good links between the outcomes of the self-evaluation processes and the priorities outlined in the school development plan. The Plan is a good document that gives strategic direction to the work of the school, but there is room to include within it a clear review of the previous programme as a starting point for what is to follow. It also calls for reducing certain timelines for realising priorities into smaller steps. The Plan identifies the expected outcomes and the proposed methods of monitoring. Operational responsibilities are designated to individuals and resources are earmarked to support the developments. The practice of ongoing monitoring on a termly basis ensures that it remains an active document that makes an important contribution towards school improvement.
- 117 The findings of the inspection team match those of the school in six of the seven Key Questions. A higher grade was awarded for Key Question 3.
- 118 Good progress has been made in addressing the four Key Issues highlighted in the inspectors' report in 2002.

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

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

- 119 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 120 There is a sufficient number of teaching staff and the pupil:teacher ratio is favourable. Teachers are well versed in the areas they teach and the learning assistants fulfil their duties well, making an important contribution to the quality of teaching and to the standards achieved. Teachers have been appropriately located and effective use is made of their expertise in areas such as music, art and personal and social education.
- 121 Staff attend a good range of training sessions and this has a positive effect on their skills and understanding. The school also has good internal procedures for staff development through regular sessions to discuss curricular issues and sharing information.
- 122 The arrangements for reducing teachers' workload and ensuring non-contact time for planning, preparation and assessment are planned in detail and they have a positive impact on the standards achieved.
- 123 The school has a very good supply of resources, including computer hardware. They are of good quality and are conveniently accessible for the

use of all concerned. Outdoor facilities are valuable learning and teaching resources for the school.

- 124 There are pressures on most of the classrooms due to the increase in pupil numbers, and if the school continues to grow, as seems likely, this will need to be addressed as a matter of urgency. As things stand, it is only the willingness of staff to adapt to their circumstances that safeguards the pupils' experiences.
- 125 The school buildings and grounds are well maintained and standards of cleanliness are high.
- 126 The buildings are accessible for people with disabilities.
- 127 Throughout the school there are attractive displays that celebrate pupils' work and they make a major contribution to the atmosphere at the school.
- 128 Financial management at the school is good, and the headteacher and the governing body supervise the budget carefully. Resources are used efficiently and effectively in order to support the school's priorities as expressed in the development plan. The headteacher and curricular leaders review and appraise needs and the use of resources on a regular basis in order to secure value for money.
- 129 The school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **English**

- 130 English is introduced formally to pupils at the beginning of Key Stage 2

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

##### **Good features**

- 131 Pupils listen well to teachers' presentations and to each other's contributions. They follow instructions correctly and respond appropriately. Their pronunciation is clear and correct, and they contribute confidently to paired, group and whole-class discussions. The most able pupils use an extended vocabulary when expressing opinions and collecting information.
- 132 The majority of pupils make good progress in their reading. They read with appropriate ease, expression and accuracy. They are able to discuss what they read intelligently, following the plot of a story or novel. A number of pupils have their favourite authors and the most able can discuss the style of authors such as Jaqueline Wilson, Roald Dahl and Charles Dickens with understanding and enthusiasm. They can use a number of different sources, including the Internet, to gather information for various purposes.

- 133 Good features outweigh shortcomings in the written work of pupils across the key stage. They use a number of different styles and for a variety of audiences. Their work includes poems, creative stories, reports and letters. Pupils in Years 3 and 4 write a good description of a house for sale and interesting poems describing their feelings, making relatively correct use of punctuation and spelling. The most able pupils in Years 5 and 6 express their views in a mature fashion in response to a variety of stimuli, such as electing the next President of the United States, and a powerful poem describing the country during the period of 'The Blitz.' They use a good range of verbs and adjectives and show a sound grasp of key, punctuation and paragraphing conventions. They show a good awareness of structure and progression.

### **Shortcomings**

- 134 The pupils' advanced reading skills have not developed sufficiently.
- 135 There is little evidence of pupils producing pieces of extended writing.
- 136 There is a lack of continuity and progression in the handwriting of some of the pupils and they do not exhibit sufficient pride in the way in which they present their work.

## **Information and Communications Technology**

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

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

#### **Good features**

- 137 In Key Stage 1, pupils use appropriate programmes effectively to produce pictures and for word processing. They come to be able to work independently in front of the screen and they have increasingly good mouse control.
- 138 They learn how to produce a graph to record the data they have collected on different kinds of houses and on the houses in which their fellow pupils live.
- 139 They develop their awareness and modelling skills as they input instructions into the *Bee Bot* on the journey from the school to the local chapel.
- 140 They come to be able to use a digital camera confidently to record their work and visits.
- 141 In Key Stage 2, the pupils make effective use of the word processor to fulfil the requirements of different audiences. They use different tools to produce good effects.
- 142 They can design a series of multimedia pages for a class presentation on topics such as Judaism.
- 143 They make effective use of the Internet to collect information on the Caribbean and the United States of America.

- 144 They have learned how to correctly present information about their like or dislike of honey in the form of a pie chart.
- 145 They use art packages successfully to produce cards relating to different celebrations, together with greeting cards for foreign schools.

### **Shortcomings**

- 146 In both key stages, there is little evidence that pupils have been sufficiently involved in the collection of data and representing it in graphical form.

## **Design and technology**

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

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

#### **Good features**

- 147 Pupils in Key Stage 1 work very successfully on assignments in which they design and make products. Their research work is completed thoroughly and as a result they have a sound understanding of what they are doing. Pupils look in detail at products such as desk boxes and puppets before moving on to design and make their own objects.
- 148 They assemble, join and combine a wide range of materials and components, keeping an eye on the finish of their products. They use simple mechanisms effectively and they understand pneumatic systems. They can identify the main strengths of their work and are also able to indicate how improvements can be made.
- 149 Pupils in Key Stage 2 conduct detailed research into the construction of familiar objects such as bags and pencil cases, and they use their observations when producing similar products of their own.
- 150 Their designs show a good awareness of the characteristics of materials, such as strength and flexibility, and are able to select the most appropriate material and medium to complete the task. They produce imaginative ideas and use a wide range of materials and components to produce objects and models.
- 151 When creating a vehicle to carry shoes and building bridges, pupils show a good awareness of what affects the strength of structures. They make effective use of electrical components to create special effects in their products.
- 152 They are very well informed about mechanisms and they use the correct terms when discussing different types of movements. They make effective use of their knowledge to create various moving characters.
- 153 In their research into chocolate, the pupils develop a good awareness of the marketing techniques employed by companies to sell their products. They come to understand the impact that packaging has on the consumer.

- 154 They display good ability to use information and communications technology in order to control the movements of objects such as a *Robotic Snail* and when designing some of their products.
- 155 They evaluate their final products intelligently and make some modifications in order to improve their effectiveness.

### **Shortcomings**

- 156 Occasionally, pupils in both key stages are too satisfied with their initial design efforts.

## **Music**

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

### **Key Stage 2 - Grade 1: Good with outstanding features**

#### **Outstanding features**

- 157 In Key Stage 2, the standard of pupils' singing is outstanding. They sing tunefully and with discipline; their diction is clear and they breathe intelligently. A number of pupils are able to master the craft of singing in three-part. They receive opportunities to perform in a wide range of situations.
- 158 Pupils compose imaginatively and they perform their compositions confidently, showing a sound awareness of the musical elements.
- 159 A high percentage of pupils receive tuition in a wide variety of instruments from peripatetic teachers and they make outstanding progress. They apply these skills outstandingly well in order to enhance the quality of performance in their classes and to create a spiritual atmosphere in services of collective worship.

#### **Good features**

- 160 Pupils in Key Stage 1 know a range of Welsh songs, including nursery rhymes and songs that introduce language patterns. They realise the importance of co-ordination when singing together and of giving due attention to tonality. The majority sing with control and technical accuracy that befits their level of development.
- 161 They recognise a number of different musical instruments and are able to correctly indicate whether they are percussion, wind or shaking instruments. They can investigate a range of sound sources and select appropriate sounds when composing music in response to a stimulus. They can keep to a good rhythm on non-pitch instruments and are able to create simple and original compositions.
- 162 Pupils in Key Stage 2 develop the musical elements well when performing, composing and evaluating music. They listen to and evaluate different types of music effectively, including traditional Welsh music, classical and contemporary music including works by Mozart, Holst and Karl Jenkins.

- 163 They develop a good awareness of African music and they respond effectively through their use of percussion instruments. They describe which musical elements are used to convey an event or movement. The most able pupils discuss their compositions meaningfully, making purposeful observations.

### **Shortcomings**

- 164 In Key Stage 1, some pupils have an uncertain grasp of musical elements.

<b>Physical education</b>
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### **Key Stage 1 - Grade 2: Good features and no important shortcomings**

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

#### **Good features**

- 165 In both key stages, pupils warm up and cool down in an appropriate manner. They respond quickly and effectively to instructions and they work energetically as individuals and in groups. They show a good awareness of what happens to their bodies during exercise and they dress appropriately for the activities.
- 166 In Key Stage 1, pupils are able to make effective use of space as they move about the hall, walking, running and skipping in warm up sessions. They are able to complete a number of different movements that require a change of direction and speed. The most able pupils can create a variety of shapes, such as narrow, wide and short shapes with guidance, transferring their weight effectively from their hands to their feet.
- 167 The pupils develop and reinforce their growing skills to exhibit control when catching and throwing a ball. They work appropriately in pairs in order to develop further their basic skills, including hand and eye co-ordination and concentrating for short periods of time.
- 168 Pupils in Key Stage 2 display increasing control when undertaking gymnastics activities, and a good number achieve good standards. As they move along the floor in a variety of shapes, they are able to create a sequence of interesting and imaginative shapes.
- 169 The older pupils develop appropriate fitness levels. They are able to hold specific shapes for lengthy periods, showing increasing control of techniques. They begin to appreciate the standards expected of them as they evaluate their own performances and those of others.
- 170 They are given the opportunity to attend a residential course at Pendine Outdoor Activity Centre and the experience they gain makes a considerable contribution to the development of their co-ordination skills as well as developing their personal and social skills.
- 171 The pupils regularly compete in local school sports events and in Urdd activities. They receive swimming lessons and the school states that the majority of pupils achieve the expected standards.

### **Shortcomings**

- 172 In Key Stage 1, the ball catching and throwing skills of a minority of pupils have not developed sufficiently.
- 173 In Key Stage 2, certain pupils lack a sufficient degree of control of their techniques and movements.

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

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

### **Outstanding features**

- 174 Key Stage 1 pupils' understanding of what happens in a Christian wedding is outstanding. They undertake specific role-play functions to a very high standard, paying meaningful and respectful attention to practices adopted in places of worship.

### **Good features**

- 175 Pupils in Key Stage 1 show a good awareness of the Bible as a holy book and of some of the stories from the Old Testament such as the story of Moses, the story of Zacheus, and Jesus calming the storm, in the New Testament.
- 176 Pupils display a sound awareness of the importance of prayer. They prepare their own sensitive prayers, showing a good awareness of being grateful for what they experience in their own lives.
- 177 They know about the main Christian festivals such as Christmas and Easter and of the significance of the rituals associated with them.
- 178 They know that Christians worship in chapels and churches. Through their visit to the local church, they have a good recognition of the features of the building and of the importance of symbolism within baptism.
- 179 They have a developing understanding of some of the practices of beliefs such as Hinduism.
- 180 In Key Stage 2, pupils understand the importance of religious festivals such as the Jewish *Rosh Hashannah* and of the practices and significance of celebrations such as *Bar Mitzvah*. They understand the significance of some of the artefacts of the Jewish faith and the importance of the Torah to them.
- 181 They are knowledgeable about the practices of the celebrations and faith of the Native Americans.
- 182 As in the previous key stage, the pupils are able to write effective prayers of thanks with minimal assistance.
- 183 They are well informed about the wonder of Creation and about numerous other stories in the Old Testament and the New Testament.

- 184 They are aware of the importance of rules in their own lives and beyond, in order to support a civilised way of life.
- 185 Their study of the life and work of Dr Barnardos has raised pupils' awareness of the importance of helping those less fortunate. They understand that they have responsibilities as members of the global family and for sharing and caring for others.

**Shortcomings**

- 186 Overall, the amount of work produced by older pupils in Key Stage 2 is not sufficient.

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

The school would like to thank the inspectors for conducting the inspection in a professional and thorough manner. The school takes pride in the acknowledgement of the strengths outlined within it. We feel that the inspectors have truly identified the ethos and culture of the school, and have acknowledged the contribution of every member of the team, the children and governors. The report confirms the school's vision of its provision for its children and community, and it will assist us as we seek to raise standards further in all subjects and areas of learning.

The school will prepare an action plan in response to the recommendations in the report, and the annual report of the governing body to parents will report on the progress made since the inspection.

## Appendix 1

### Basic information about the school

Name of school	Llangadog
School type	Community Primary
Age-range of pupils	3 – 11 years
Address of school	Llangadog Carmarthenshire
Post-code	SA19 9HP
Telephone number	(01550) 777519
Headteacher	Mrs S E Evans
Date of appointment	February 2002
Chair of governors/ Appropriate authority	Mrs Marylyn Haines-Davies
Reporting inspector	Mr D M Cray
Dates of inspection	4 – 6 November 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5	17	18	17	19	11	10	20	117

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	2	6.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	--
Pupil: adult (fte) ratio in special classes	--
Average class size, excluding nursery and special classes	19
Teacher (fte): class ratio	1.19:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	90.7%	93.4%	96.1%
Spring 2008	90.3%	94.5%	94.9%
Summer 2008	92.3%	91.1%	95.1%

Percentage of pupils entitled to free school meals	5%
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 KS 1 Results 2008			Number of pupils in Y2:						19
Percentage of pupils at each level									
			D	N	W	1	2	3	2+
Welsh	Teacher Assessment	School				21	42	37	79
		National			2	10	63	26	88
Welsh: Oracy	Teacher Assessment	School				21	42	37	79
		National			2	10	62	25	88
Welsh: Reading	Teacher Assessment	School				37	26	37	63
		National			2	15	59	23	82
Welsh: Writing	Teacher Assessment	School				26	42	32	74
		National			3	19	66	12	78
Mathematics	Teacher Assessment	School					68	32	100
		National			2	11	65	24	89
Science	Teacher Assessment	School					53	47	100
		National			1	9	66	24	89

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	79%	In Wales	80%
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### 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	N	W	1	2	3	4	5	4+
English	Teacher assessment	School						36	55	9	64
		National				1	4	16	50	29	79
Welsh	Teacher assessment	School					18	18	55	9	64
		National	1	1	1	1	5	19	49	24	73
Mathematics	Teacher assessment	School						18	46	36	82
		National				1	3	15	50	30	80
Science	Teacher assessment	School						18	46	36	82
		National					2	12	52	32	85

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment

In the school	64%	In Wales	74%
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- D Pupils who have been disapplied under statutory arrangements, or those for whom teachers were unable to provide an assessment.
- N Pupils who have failed to register a level for reasons other than disapplication
- W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

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

These inspectors visited:

- twenty three lessons or part lessons; 15 in the six subjects inspected and eight in other subjects;
- registrations, assemblies and acts of collective worship; and
- a range of extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- thirty four responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection team held meetings with subject departments, senior managers and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspects	Subjects/areas of learning
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5; 6 and 7.	Design and technology; information and communications technology
Mr O Phillips	Team	Key questions 2; 3; 4.	English; music; physical education.
Mrs M Donovan	Lay	Contributions to key questions 1; 3; 4 and 7	
Mr R Jenkins	Peer Assessor	Contributions to key questions	Contributions to subjects

**School's Nominee:** Mrs S E Evans

**Contractor:** Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

### Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.