

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

A Report on the Quality of Education in

**Ysgol Griffith Jones
Station Road
St Clears
Carmarthenshire
SA33 4BT**

School Number: 6692384

Date of Inspection: 21 May 2007

by

**Len Jones
16360**

Date of Publication: 24 July 2007

Under Estyn contract number: 1121106

© Crown Copyright 2007: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Ysgol Griffith Jones 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 Griffith Jones took place between 21/05/07 and 23/05/07. An independent team of inspectors, led by Mr Len Jones 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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key Question 4: How well are learners cared for, guided and supported?	12
Leadership and management	15
Key Question 5: How effective are leadership and strategic management?	15
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	16
Key Question 7: How efficient are leaders and managers in using resources?	17
Standards achieved in subjects and areas of learning	18
English	18
Welsh second language	19
Mathematics	20
Art	21
Music	22
Physical education	23
School's response to the inspection	24
Appendices	25
1 Basic information about the school	25
2 School data and indicators	25
3 National Curriculum assessments results	26
4 Evidence base of the inspection	27
5 Composition and responsibilities of the inspection team	27

Context

The nature of the provider

1. Ysgol Griffith Jones is situated in the small town of St Clears, nine miles west of Carmarthen. It is maintained by Carmarthenshire Local Education Authority (LEA).
2. It caters for the pupils of the town as well as a small number who come from outlying areas. During the inspection there were 220 pupils on roll, including 14 part-time nursery age children.
3. The school consists of two language streams; there are five classes where pupils are taught through the medium of Welsh, and three classes where pupils are taught through the medium of English.
4. Approximately 19% of pupils come from homes where Welsh is the main language of communication.
5. Pupils are admitted to school at the beginning of the term following their third birthday, when they attend for the afternoon sessions. During their second term they attend for the morning session, becoming full-time pupils during the third term.
6. The pupils represent the full range of ability. The school describes the area that the pupils come from as one that is neither prosperous nor disadvantaged.
7. Approximately 9% of the pupils are entitled to free school meals, a figure which is significantly lower than the figures for the county and for all-Wales.
8. There are almost 30% of pupils who are on the school's Additional Learning Needs (ALN) register. This figure is higher than the national average.
9. The school was last inspected in June 2001; at that time there were 263 pupils on the register.
10. The present head was appointed to his post in September, 1995.

The school's priorities and targets

11. The school's priorities for 2006-07, as noted in the current School Development Plan (SDP), include:
 - Through a transition link programme, raise English literacy skills in the Year (Y) 3 English-medium stream;
 - Employ reading-guides to improve Welsh second language reading skills in the English-medium stream;
 - Develop language and play skills in pre-school children through the Language and Play (LAP) project;
 - Raise literacy standards in Y5/Y6 in the English-medium stream;
 - Review and develop literacy resources (reading books) throughout the school (linked to the Basic Skills Agency initiative, 'Read a Million Words').

Summary

12. Ysgol Griffith Jones is a school that offers its pupils numerous educational opportunities and contributes well to their well-being. It succeeds to a large extent to meet the needs of all the pupils. However, it does not succeed in its objective of developing the bilingual competency of all pupils.
13. The inspection team agreed with the school's self evaluation judgements on four of the seven key questions. In the three instances where a different grade was awarded, the inspection team awarded a higher grade.

Table of grades awarded

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

14. Standards of pupils' achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	71%	21%	0%	0%

Grades for standards in subjects inspected

15. Standards of achievement in the subjects inspected were as follows:

Area of learning	Key Stage 1	Key stage 2
English	Grade 3	Grade 2
Welsh (second language)	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Art	Grade 2	Grade 1
Music	Grade 2	Grade 2
Physical education	Grade 1	Grade 2

16. The educational provision for children under five has some weaknesses, but there is evidence that these weaknesses can soon be put right. The weaknesses appear in the provision for reception age children; the provision for nursery age children is good.
17. Pupils achieve well in their knowledge, their understanding and their skills. They are well aware of their individual learning targets. An outstanding feature is the manner in which pupils are aware of the various learning skills they practise in their lessons and activities.

18. Pupils with ALN make good progress, according to their ability.
19. In their key skills, the children under five and pupils in key stages 1 and 2 make good progress in relation to literacy, numeracy and information and communication technology (ICT).
20. The bilingual competency of pupils within the Welsh-medium stream is good; the bilingual competency of pupils in the English-medium stream is underdeveloped.
21. Performances of pupils in key stage 1 in the core subjects have consistently been in the lowest two quartiles over the last three years. This is partly due to the fact that a high number of pupils achieve low scores on the Baseline Assessments during their first term at school, resulting in a high percentage of pupils being placed on the ALN register. However, the performances of pupils in Welsh (first language) have been consistently high.
22. Over the last three years, performances of pupils in key stage 2 in the core subjects have varied between the top quartile and the third quartile. Performances in mathematics and science were generally better than the performances in English, while the performances of pupils in Welsh (first language) were high.
23. Pupils' personal skills, including their spiritual, social and moral development, are good.
24. The standard of behaviour of pupils is generally good. There is a small number of pupils, within both key stages, who tend to disrupt the flow of lessons.
25. Pupils' attendance figures over the previous three completed terms are satisfactory, with an average of 93.4%. Pupils arrive at school punctually, and are punctual at the beginning of lessons during the day.
26. Pupils, for the most part, use their time well within lessons, and are able to concentrate and persevere well on their tasks. They co-operate well with each other on various activities, such as in physical education lessons and within 'circle-time' activities.
27. Pupils' creative skills are developing well; in specific areas, such as art and physical education, they display outstanding features.
28. Pupils are very aware of matters relating to diversity and their respect for 'fair play' is reflected in the manner they obey rules within competitive activities. The pupils respond well in collective worship sessions to global citizenship issues, such as the struggle of young girls in India to win the right to be educated.
29. Pupils have a satisfactory awareness of work-related issues, mostly through their running of the daily fruit shop.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	50%	29%	0%	0%

30. Teachers have a sound knowledge of the subjects they teach. In certain subjects, such as art and physical education, teachers display outstanding awareness of the skills to be taught.

31. The relationship in lessons, between pupils and teachers, is good. Teachers succeed in motivating pupils and, in the best instances, they respond sensitively and positively to their efforts. In a small minority of lessons, teachers allow unnecessary disruptions to hinder the flow of the lesson.
32. Where there are good or outstanding features in the lessons, teachers have a sound knowledge of the subject, including the finer techniques and skills to be mastered; they use open-ended questions and well-timed teacher intervention.
33. Where there were shortcomings within the teaching, there was a lack of precision and setting of clear expectations in relation to tasks and insufficient support offered for pupils to extend and develop skills.
34. The school has a clear assessment, recording and reporting policy which provides good guidance and support for procedures in this area. The deputy head, who is the assessment co-ordinator, helps ensure that effective analysis is made of a range of tests in language and mathematics. Procedures for assessing the progress of pupils with ALN are good.
35. Overall, annual reports to parents comply with statutory requirements and provide information about all National Curriculum (NC) subjects, religious education and the six areas of learning for children under five. They are particularly informative in outlining pupils' skills and achievements in the core areas, and in the best examples, the focus on the foundation subjects and religious education is equally rigorous.
36. The school provides a broad, balanced and relevant curriculum that is accessible to all pupils, including those with ALN. The learning experiences meet legal requirements and provide well for pupils' social, moral, spiritual and cultural development. There are some inconsistencies in the educational provision for the under-fives, but there is evidence that these weaknesses can soon be put right.
37. Opportunities to develop pupils' skills of listening and speaking, reading and writing, numeracy and use of ICT across the curriculum are identified in short-term planning and effectively referred to in lessons. This helps promote the progressive development of these skills in all subjects across the curriculum.
38. The school is effective in promoting pupils' bilingual skills in the Welsh-medium stream at key stage 2, and there is clear evidence of progression as they move through the key stage. In the English-medium stream, however, there are less effective strategies and insufficient planned opportunities for pupils to make use of the Welsh language in other curricular areas and in more informal situations.
39. Many purposeful visits are arranged for every class to a variety of places which are associated with their studies. The number of visitors, including clerics, theatre groups and members of the community who are invited to school, contribute effectively towards enriching the curriculum.
40. The provision for pupils' spiritual development is good. They have experiences of a good standard in the whole-school acts of collective worship during which music and singing play an important role. Pupils also have opportunities to reflect and meditate on the themes.
41. Procedures for pupils' moral and social development are also good. Pupils' awareness of those less fortunate is raised and they respond appropriately

through contributing to good causes. There are good opportunities for effective co-operation within groups in the classroom. Effective use is made of 'circle time' sessions. The school is part of the local schools' healthy-eating project and has introduced a number of effective initiatives in this field.

42. The provision for activities outside normal school hours is good and includes varied sporting opportunities and experiences related to the Urdd movement. Homework is appropriately targeted and links well with classroom experiences.
43. The school has an effective partnership with parents and friends of the school from the local community. They play an active role in fundraising by organising social events.
44. The school's induction procedures, for nursery age children are good. Preparation for pupils' transfer to two different secondary schools begins during Y5 and appropriate visits and discussions are arranged to ensure that the transition process is a positive experience.
45. Certain work-related activities, such as visits by the police, fire service and members of voluntary groups, are arranged to foster pupils' awareness of the world of work. As yet, however, this aspect is insufficiently developed.
46. The school undertakes the fostering of pupils' awareness of sustainability issues effectively, through its involvement with the Eco-Schools initiative and through opportunities afforded to the members of the school council.
47. The quality of care, support and guidance is good. The staff are sensitive to pupils' needs and parents find the school supportive, with a caring atmosphere.
48. The provision for pupils with ALN is good and fully complies with the national Code of Practice. Pupils' needs are identified early through teacher concerns and systematic assessments. Differentiated class activities are prepared and pupils with pronounced needs are withdrawn for small group or one-to-one work. The pupils with ALN are well supported and the learning support co-ordinator (LSCo) undertakes the role efficiently and sensitively, liaising with teachers, outside agencies and with the learning support assistants (LSAs).
49. There are effective policies to promote equal opportunities and race equality, to minimise all forms of harassment, including bullying and to eliminate oppressive behaviour. Staff carefully observe pupils at break time and intervene in any incidents which cause them concern.

Leadership and management

50. The school is led in an efficient manner, and the day-to-day running and administration are good. The school management team provides the school with leadership and direction.
51. The members of the governing body offer whole-hearted support, and are committed to the school's values and principles.
52. Self-evaluation procedures are well-established and the monitoring of various aspects of the provision is effectively carried out by the curricular leaders.
53. The school does not, as yet, seek parents' opinions about the school's provision in a formal manner.

54. The SDP is linked to the self-evaluation process. However, the manner of prioritising development targets is not clear and the SDP does not include a review of previous priorities.
55. There is a sufficient number of suitably qualified teachers employed at the school. They are well supported by the ancillary staff. However, there is a shortage of support personnel within classes where children under five are taught alongside pupils in key stage 1.
56. The quality and sufficiency of the building and the facilities available to the school, both internally and externally, is an outstanding feature. The school is well looked-after and kept clean.
57. School leaders and members of the governing body monitor the sufficiency of resources in an efficient manner.
58. The school has made good progress in relation to the vast majority of the key issues identified in the previous inspection. These relate to the raising of standards in subjects that were satisfactory during that inspection, and to establishing policies and improving aspects of ALN, assessment and self evaluation. However, there has not been sufficient progress with regard to raising standards of Welsh as a second language.

Recommendations

In order to improve further, the school needs to:

- R1 Raise standards in English at key stage 1 and in Welsh (second language) in both key stages;
- R2 Ensure consistency of experiences for children under five within the three classes where they are taught;
- R3 Adopt a strategy that fosters the development of bilingualism throughout the English-medium stream;
- R4 Refine the SDP, so that it includes a review of achievement against previous priorities and a clearer setting-out of current priorities;
- R5 Adopt a strategy that develops the pupils' awareness of the world of work and their entrepreneurial skills.

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

59. The judgement of the inspection team differs from the Grade 3 awarded by the school in its self-evaluation report. The inspection team's findings were that 79% of standards within lessons were good or better, and that pupils attained well in relation to their potential.

60. Standards of pupils' achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	71%	21%	0%	0%

61. These figures are higher than the Welsh Assembly Government (WAG) targets for 2007, namely that 98% of lessons are Grade 3 or better, and that 65% of lessons are Grade 2 or better.

Grades for standards in subjects inspected

62. Standards of achievement in the subjects inspected were as follows:

Area of learning	Key Stage 1	Key stage 2
English	Grade 3	Grade 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Art	Grade 2	Grade 1
Music	Grade 2	Grade 2
Physical education	Grade 1	Grade 2

63. The educational provision for children under five has some weaknesses, but there is evidence that these weaknesses can soon be put right. The weaknesses appear in the provision for reception age children; the provision for nursery age children is good.

64. Children under five develop literacy and numeracy skills well. They discuss the parts of houses in art lessons and undertake word-matching activities in language work. The children under five show increasing confidence in their information technology skills, as they use the facility to program the 'bee-bot' floor-toy, to create graphs and to draw.

65. Pupils in key stages 1 and 2 develop their key skills well. They develop literacy skills when creating diaries, and composing poetry in limerick and haiku form; in history lessons they create descriptions of a boy's life in Tudor times and discuss clues gleaned from studying one of Holbein's paintings. Their numeracy skills are developed as they are encouraged to hold balances for a set number of seconds in physical education lessons and when dealing with grid co-ordinates relating to a deserted island. They are actively involved in information technology tasks, as when they design houses or create patterns linked to their work on buildings.

66. Pupils within the Welsh-medium stream, particularly in key stage 2, develop well in their bilingual competence, being able to follow lessons and to record aspects of their work in both Welsh and English. Pupils within the English-medium

stream, in both key stages do not attain a sufficient grasp of Welsh, and their bilingual competency is underdeveloped.

67. In 2006, in key stage 1, pupils' results in the assessments of core subjects were in the lowest quartile, when compared to performances of similar schools, in relation to the numbers of pupils entitled to free school meals.
68. In 2006, in key stage 2, pupils' results in the assessments of the core subject were in the third quartile, when compared to similar schools, in relation to the numbers of pupils entitled to free school meals.
69. Performances of pupils in key stage 1 in the core subjects have consistently been in the lowest two quartiles over the last three years. This is partly due to the fact that a high number of pupils achieve low scores on the Baseline Assessments during their first term at school, resulting in a high percentage of pupils being placed on the ALN register. However, the performances of pupils in Welsh (first language) have been consistently high.
70. Over the last three years, performances of pupils in key stage 2 in the core subjects have varied between the top quartile and the third quartile. Performances in mathematics and science are generally better than the performances in English, while the performances of pupils in Welsh (first language) were high.
71. Pupils achieve well in their knowledge, their understanding and their skills. They are well aware of their individual learning targets and respond well in working towards them within various areas of learning. An outstanding feature is the manner in which pupils are aware of the various learning skills they practise in their lessons and activities.
72. Pupils with ALN make good progress, according to their ability.
73. Pupils, for the most part, use their time well within lessons, and are able to concentrate and persevere well on their tasks. They co-operate well with each other on various activities, such as in physical education lessons and within 'circle-time' activities.
74. The general behaviour of the pupils is good. They show respect and are courteous within the lessons and in general school activities. A small minority of pupils, in both key stages, display poor listening skills and tend to hinder the flow of the lessons.
75. Pupils' attendance figures over the previous three completed terms are satisfactory, with an average of 93.4%. Pupils arrive at school punctually, and are punctual at the beginning of lessons during the day.
76. Pupils display good creative skills; in some instances, within certain aspects of art and physical education activities, they achieve outstanding standards in their creative abilities.
77. The spiritual and moral development of pupils is good. They respond to opportunities to reflect and have quiet-moments in collective worship sessions and they contribute readily towards good causes, such as UNICEF and Macmillan Nursing. Their awareness of cultural matters, both within Wales and on a wider level, develops well as they learn about the man after whom the school is named, and as they study the works of famous artists, both

contemporary and of the past. Their study and composing of poetry in the haiku form also enhances their awareness of other cultures.

78. Pupils are very aware of matters relating to diversity and they respect the right of every individual to be given equal opportunities. Their respect for 'fair play' is shown in the manner they obey rules within competitive activities.
79. Pupils respond well in collective worship sessions to such global citizenship issues as the struggle of young girls in India to win the right to be educated.
80. Pupils' awareness of, and involvement in their community, are enhanced by various activities organised. The school choir participates regularly in entertaining at the local home for the elderly, whilst individuals from the community, such as the local vicar and the community police officer, are regular visitors to school.
81. Pupils successfully run the daily school fruit shop and, on occasions, undertake such activities as promoting poster competitions. However, their awareness of the world of work and the development of their entrepreneurial skills is satisfactory only.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

82. The judgement of the inspection team agrees with the grade awarded by the school in its self-evaluation report.
83. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	50%	29%	0%	0%

84. These figures are slightly lower than the percentages for primary schools in Wales, as noted in the Chief Inspector of School's Annual Report for 2005-06, namely that 17% of the teaching is Grade 1, 62% of the teaching is Grade 2 and 20% of the teaching is Grade 3.
85. Teachers have a sound knowledge of the subjects they teach. In certain subjects, such as art and physical education, teachers display outstanding awareness of the skills to be taught.
86. The relationship in lessons, between pupils and teachers, is good. Teachers succeed in motivating pupils and in the best instances pupils respond sensitively and positively to their efforts. In a small minority of lessons, teachers allow unnecessary disruptions to hinder the flow of the lesson.
87. Where there were outstanding features in the teaching, the following aspects were present:
 - a sound knowledge of the subject, including the finer techniques and skills to be mastered;
 - an attention to detail that enable pupils to refine their performances; and
 - the use of open-ended questions and well-timed teacher intervention.

88. In the lessons observed where the quality of teaching was good, with no important shortcomings, the following features were present:
- a well-planned and structured lesson;
 - a reference to work previously undertaken;
 - effective use of resources and equipment;
 - opportunities given to pupils to investigate and to use their imagination; and
 - a readiness to ask pupils to demonstrate, while others observe and appraise.
89. Where there were shortcomings within the teaching, the following features were evident:
- a lack of precision and setting of clear expectations in relation to tasks;
 - insufficient encouragement for pupils to be keen listeners and observers; and
 - insufficient support offered for pupils to extend and develop skills.
90. The scrutiny of previous work in pupils' books reveals a tendency for teachers to make excessive use of work-sheets in various curricular areas. These tend to limit pupils' opportunities when recording the findings, thoughts and results of learning.
91. The school has a clear assessment, recording and reporting policy which provides good guidance and support for procedures in this area. The deputy head, who is the assessment co-ordinator, helps ensure that effective analysis is made of a range of tests in language and mathematics, in order to identify strengths and areas for development and to set individual targets for pupils. There is an effective electronic tracking system in place to monitor the progress of pupils. Procedures for assessing the progress of pupils with ALN are good.
92. Overall, there are regular assessments in the core areas. Procedures for assessment in the foundation subjects and religious education are, for the most part, more informal in nature. Subject portfolios of levelled work in all subjects provide good guidance for teachers and bring an added rigour to the overall assessment process.
93. There is an increasing focus on formative assessment and, overall, on-going assessment is beginning to be more effective in informing planning for all abilities in a more rigorous manner.
94. Pupils' work is regularly marked and constructive comments are, for the most part, given. There is however a lack of consistency in using marking procedures to identify ways forward for pupils. While procedures are at a relatively early stage of development, pupils are making good progress in contributing to their own targets in the core areas and in evaluating their progress.
95. Overall, annual reports to parents comply with statutory requirements and provide information about all NC subjects. They are particularly informative in outlining pupils' skills and achievements in the core areas and include targets which identify ways forward for pupils. In the best examples, the focus on the foundation subjects and religious education is equally rigorous.

96. The school has an 'open-door policy' as well as two formal opportunities for parents to discuss their children's work and progress during the year.

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

Grade 2: Good features and no important shortcomings

97. The inspection team's judgement matches the grade awarded by the school in its self-evaluation report.
98. The school provides a broad, balanced and relevant curriculum that is accessible to all pupils, including those with SEN. The learning experiences meet legal requirements and provide well for pupils' social, moral, spiritual and cultural development. There are some inconsistencies in the educational provision for children under five, involving the planning of activities and support for the reception children, but there is evidence that these weaknesses can soon be put right.
99. In general, pupils' knowledge and understanding is developed well through the curriculum and there are effective systems for developing further the skills pupils possess already. The co-ordinators' planning, for the most part, ensures breadth of progression and appropriate continuity. While there are well-planned schemes of work for most subjects that reflect the demands of the NC, long and medium-term planning for Welsh as a second language is insufficiently comprehensive and focused. The strategies for successfully promoting this subject are less developed.
100. While the policy document for promoting the key skills is brief, opportunities to develop pupils' skills of listening and speaking, reading and writing, numeracy and use of ICT across the curriculum are identified in short-term planning and, for the most part, effectively referred to in lessons. Provision for the promotion of creative skills are good in art and craft and in music, while the development of problem solving skills is specifically promoted. There are a number of learning experiences which enable pupils to develop skills relating to independent work. The opportunities for pupils to work together in pairs and groups are an important element of the provision.
101. For the most part, pupils in both the English and Welsh-medium streams have broadly similar curricular experiences. Good use is made of specialist teaching in some subjects and, in upper key stage 2, grouping arrangements for the teaching and learning of mathematics provides an added rigour to planning for all abilities.
102. Many purposeful visits are arranged for every class to a variety of places, including the Welsh Assembly building, as well as to places which are associated with their historical, geographical and religious studies. Visitors, including clerics, theatre groups and members of the community play an important part. The experiences provided in these contexts, together with the focus on kerb craft experiences and residential courses, contribute effectively to enriching the curriculum.

103. The provision made to promote pupils' bilingual skills is good in the Welsh-medium stream at key stage 2, and there is clear evidence of progression as they move through the key stage. In the English-medium stream, however, there are less effective strategies and insufficient planned opportunities for pupils to make use of the Welsh language in other curricular areas and in more informal situations. The school places a good emphasis upon Welsh culture and the heritage of Wales and these feature prominently in various curricular areas and in the school's general life and work. The school meets the requirements for the *Cwricwlwm Cymreig*.
104. In addition, there are appropriate procedures and opportunities to further pupils' knowledge and understanding of other cultures, through work in religious education and geography, and the focus on festivals and celebrations in different cultures.
105. The provision for activities outside normal school hours is good and includes varied sporting opportunities and experiences related to the Urdd movement. Homework is appropriately targeted and links well with classroom experiences
106. The provision for pupils' spiritual development is good. Whole-school acts of collective worship during which music and singing play an important role. The local vicar makes an important contribution. Pupils have good opportunities to reflect on the themes and issues and opportunities to lead acts of worship as individual classes. Religious education lessons and other curricular experiences in art and music contribute to pupils' spiritual development.
107. Procedures for pupils' moral and social development are also good. There is an emphasis on ensuring that pupils are polite to one another and to staff and visitors. Their attitudes to education are healthy and enthusiastic and there is a good emphasis and constant encouragement to help others. Pupils contribute appropriately to good causes.
108. Through its involvement with the Eco-Schools initiative and the effective contributions of the school council, the school is very effective in fostering pupils' awareness of sustainability matters. This work occurs in certain subject areas and in topic-related workshops, where pupils are made aware of the community recycling schemes.
109. The school does not have a purposeful strategy that enables pupils and staff to learn sufficiently about the world of work and to undertake mini-enterprise activities.

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

Grade 2: Good features and no important shortcomings

110. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
111. The quality of care, support and guidance is good. The staff are sensitive to pupils' needs and parents find the school supportive, with a caring atmosphere.
112. Good links have been established with outside agencies. Contacts are co-ordinated by the LSCo. A range of services, including medical and social

services and behavioural support services, are used appropriately and effectively.

113. The school has an effective partnership with parents and friends of the school from the local community. They play an active role in fundraising by organising social events. The funds raised contribute to the improvement of resources, such as the new computer suite. Several regular volunteers contribute significantly to school life, such as listening to pupils read. All staff and volunteers have current Criminal Records Bureau checks.
114. The school has implemented a formal home-school agreement in line with WAG guidelines. Parents are encouraged to visit the school and the pre-inspection meeting and questionnaires indicate that parents are happy with the courteous way the school deals with their concerns and hold it in high regard.
115. Parents receive information about the life and work of the school through parental consultation evenings and an end of year written report about their child's progress. The school has a comprehensive prospectus outlining all aspects of school life. School news is shared well within the community in the local press.
116. The school's induction procedures are good. When children join the nursery, they have an opportunity to visit the school beforehand with their parents for an open evening. The school is advised of any potential difficulty a child might experience during the transition from the *Ysgol Feithrin*, and when appropriate, the child will have an opportunity to visit the nursery for 'taster sessions.' The procedures for integrating new comers to the school are effective, and information is gathered about the pupil's strengths, interests and needs.
117. Preparation for transfer to two different secondary schools begins during Y5 and appropriate visits and discussions are arranged to ensure that the transition process is a positive experience.
118. The overall quality of the planned provision for personal and social education is good. This aspect permeates the curriculum and *circle-time* is effectively used to help pupils to develop their personal qualities and promote personal values. The Behaviour Support Service is accessed, small groups of pupils receive effective support on emotional literacy and issues are raised via the school council.
119. The pupil's personal development is further promoted through the Healthy Schools initiative. The school actively promotes the importance of a healthy lifestyle. The fruit shop opens daily, sporting activities are undertaken and health professionals contribute appropriate expertise to particular aspects of pupils' learning.
120. Attendance and punctuality are systematically monitored and habitual latecomers are targeted. When necessary, the school receives support in monitoring patterns of attendance and punctuality by the education welfare officer. An effort to keep a school audit when monitoring attendance is an outstanding feature of the provision.
121. Pupils' behaviour and performance are appropriately monitored. Playground and hall detention strategies are used effectively to highlight and reduce behavioural problems. School and class rules are displayed and the school's mission

statement emphasises the importance of 'respect and act on other people's view to make a good school an even better one. It's a springboard for life'.

122. Appropriate risk assessment procedures to help ensure a healthy and safe environment, both in school and during educational visits or activities, are documented. The school take part in *Kerbcraft* initiatives and the road safety officers, the fire brigade, police officers and cycling proficiency staff help to promote a safe environment. Staff have received training in first aid and older pupils are involved in the *Heartstart* programme to train pupils about first aid procedures. The health and safety policy is regularly reviewed and discussed with staff.
123. Governors have adopted the Child Protection policy and the head and LSCo are aware of the specific procedures to follow. However, the staff have not received appropriate training in this area.
124. The provision for pupils with ALN is good and fully complies with the national Code of Practice. Pupils' needs are identified early through teacher concerns and systematic assessments. Further diagnostic testing is undertaken to highlight the particular area of need. Suitable individual education plans (IEPs) are prepared with the co-operation of teachers, the LSCo and parents, identifying the targets for improvement. The progress of pupils with ALN is regularly monitored and review meetings, involving pupils, parents and appropriate professionals take place on at least a half yearly basis. In addition, there is a weekly opportunity for parents to discuss progress with the LSCo, if they wish to do so.
125. Differentiated class activities are prepared and pupils with pronounced needs are withdrawn for small group or one-to-one work. These sessions include developing speech and language and numeracy skills, co-ordination work and behaviour programmes. However, at times, this provision does not extend the individual pupil sufficiently.
126. The pupils with ALN are well supported and the LSCo undertakes the role efficiently and sensitively, liaising with teachers, outside agencies and with the LSAs to focus on specific programmes such as *POPAT* and *Catch-up*. A group of Y2 pupils have benefited this year from extra input through a Basic Skills Literacy Project.
127. The support provided for learners whose behaviour impedes their progress is effective. A range of strategies are used to encourage and support pupils with behaviour difficulties. Referrals are made to the Behaviour Support Service, when the need arises.
128. The school supports and guides pupils well, taking account of their social and educational background. The school is proactive in broadening pupils' horizons by giving them a wide range of learning experiences, opportunities to attend a Welsh language centre and a choice of medium of education.
129. Teachers promote gender equality and question stereotypes. All pupils are involved in the same activities such as sport, other practical subjects and school performances. Classroom observation and discussions with pupils confirms the effectiveness of the school's arrangements in relation to these matters.

130. There are effective policies to promote equal opportunities, promote race equality, minimise all forms of harassment including bullying and eliminate oppressive behaviour. Staff carefully observe pupils at break time and intervene in any incidents which cause them concern.
131. All reasonable steps are taken to ensure that disabled pupils do not suffer from being treated less favourably than other pupils. Currently, there are policies, procedures and practices to deal with disabled pupils. A comprehensive accessibility plan has been drawn up, and priorities and progress will be monitored annually.
132. The school council plays an active and valuable role in the life of the school, and its members appreciate the opportunity it gives them to affect decisions within issues such as sustainability matters and healthy eating life-styles.

Leadership and Management

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

Grade 2: Good features and no important shortcomings

133. The inspection team's judgement differs from the grade awarded by the school in its self-evaluation report. The grade awarded in the self-evaluation report was based on the perceived necessity for key question 1 and 5 to be awarded similar grades. In the event, key question 1 was awarded a Grade 2 by the inspection team, while all aspects of key question 5 were also adjudged to be Grade 2.
134. The school is soundly led by the head and a management team consisting of the deputy head and the assistant head. They succeed in creating and maintaining an orderly and safe environment for all pupils. The head aspires to lead a team of teachers who aim for continuous improvement in the provision and in standards, and in increased opportunities for the pupils.
135. Policies are in place that offer sound guidance on numerous curricular and pastoral areas.
136. Regular staff meetings are held as well as meetings of the school management team. The meetings deal with set agendas, consisting of both curricular and pastoral issues, and detailed minutes are kept of the discussions and decisions.
137. The school is involved in a good range of initiatives and projects; among them are Quality Mark and the Eco School. Education for healthy eating and for fostering fitness is at the core of the pastoral curriculum, while the school's commitment to team-games and sporting activities is a notable feature. A recent initiative is its involvement with the Basic Skills' Agency's 'Read a Million Words' project.
138. The school acts in accordance with the performance management policy in developing the professional expertise of the teachers. All full-time teachers and two part-time teachers are involved with annual targets that enhance their knowledge, understanding and skills.
139. The management team and the governing body respond appropriately to the statutory need to set performance targets in the core subjects for cohorts of pupils. The targets are noted in the governing body's annual report to parents.

140. The school has formulated job-descriptions which reflect current responsibilities for both teaching and ancillary staff. They do not, at present, contain the post-holders' signatures that denote that they are 'agreed' contracts.
141. The governing body is wholly committed to the school, and supports the school's life and activities wholeheartedly. They undertake their monitoring responsibilities effectively through being linked to specific curricular areas. They meet relevant curriculum co-ordinators and reports are produced as records of the meetings.
142. The governing body meets statutory requirements in meeting at regular intervals and in producing an effective annual report for parents. There is a structure of sub-panels, for finance and for the curriculum, that meet as the needs arise and report to the full governing body.

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

Grade 2: Good features and no important shortcomings

143. The inspection team's judgement differs from the Grade 3 awarded by the school in its self-evaluation report. The team judged the curriculum co-ordinators' knowledge of the areas of school life for which they were responsible to be stronger than indicated in the report. In addition, it was felt that the school had not given sufficient acknowledgement to the progress made since the last inspection.
144. In the three instances where the inspection team disagreed with the school's judgement in relation to the seven key questions, the inspection team awarded a higher grade.
145. Self-evaluation and the drive towards continuous improvement are good features of the school, particularly in relation to forming secure judgements about standards and the quality of education provided. Good procedures have been established to involve all staff and governors in the process and pupils have opportunities to make their voices heard through the school council. However, the school does not formally involve parents in the self evaluation process.
146. The monitoring role of the head, senior management team and curriculum leaders has a positive effect on the school's development. Subject leaders' self-evaluations record strengths and areas for development based on monitoring books, classroom observation and talking to pupils and colleagues, in accordance with the school's monitoring policy. The various subject portfolios which have been created make an important contribution in this context.
147. There are clear links between the self-evaluation process and the SDP. The SDP is effective in terms of identifying relevant areas for development and in recording the relevant strategies for their implementation. However, the manner in which aspects for development are prioritised is unclear; furthermore, there is no review of how the school achieved in relation to previous targets.
148. The self-evaluation document produced by the school prior to the inspection is a document of good quality. This report is thorough and all governors and staff

were involved in its development. It offers detailed analysis of all aspects of school life and there is a clear identification of areas for development, as well as references to areas of strengths.

149. During the last few years, the process of self-evaluation has led to the establishment of a range of important and beneficial initiatives. They include initiatives in the field of assessment and a revised approach to raising standards in English. Initiatives in relation to the development of phase groups, the role of co-ordinators and the more effective involvement of non-teaching staff have been particularly successful.
150. For the most part, the school has successfully addressed the key issues of the last inspection. Progress has been good in a number of areas, including raising standards in almost all subjects that were adjudged to be 'satisfactory'. Progress has been made in relation to complying with registration arrangements, improving provision for pupils with SEN, promoting good behaviour, developing school portfolios, planning for the development of the key skills and improving self-evaluation procedures. However, insufficient progress has been made in relation to raising standards in Welsh (second language) in both key stages.

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

Grade 2: Good features and no important shortcomings

151. The inspection team's judgement agrees with the grade awarded by the school in its self-evaluation report.
152. There is a sufficient number of qualified and experienced staff to meet the curriculum requirements. They share and make the most of their expertise by exchanging classes and pupils benefit from it. The requirements of 'planning, preparing and assessing' time are met and an experienced teacher is used effectively to support the quality of teaching.
153. Teachers' needs are identified and an effective programme is provided to promote their professional development. They have good access to a range of in-service training which is linked to performance management and to the SDP.
154. Three LSAs provide effective support for teaching and learning, focusing on pupils identified as having ALN. However, the inspection identified the need for further support in key stage 1.
155. The administrative officer and other ancillary staff make a valuable contribution to the life and work of the school. The teachers and staff create a stimulating learning environment by means of colourful displays, used as reference material and to celebrate pupils' work.
156. Sufficient resources across the curriculum are available for the needs of the pupils and are readily accessible in spacious rooms. The staff and pupils have benefited from the partnership between the parents and friends of the school as they have helped to provide a new computer room. This is used effectively to support the teaching and raise standards of ICT across the curriculum. A well-resourced room is set aside for music, while the large, well-stocked library, the gymnasium and the hall are all used purposefully.

157. The spacious, well maintained accommodation is an outstanding strength of the school and although not built for the purpose of primary aged children, it provides a stimulating setting for good teaching, learning and support for all learners. The caretaker and cleaners contribute to the high standard of cleanliness and ethos within the school. Money is allocated in the budget annually to refurbish and redecorate priority areas. The school benefits greatly from good facilities for both play and physical education lessons.
158. The school is used by outside organisations which helps to cement good community relationships.
159. The school is aware of the terms of the Disability Discrimination Act and the school ensures that pupils with disabilities have full access within the school accommodation. A comprehensive accessibility plan has been drawn up and priorities identified.
160. The governing body finance committee meet once a term to review income and expenditure and it ensures value for money in the purchases made by the school.

Standards achieved in subjects and areas of learning

English

Key Stage 1: Grade 3 - Good features outweigh shortcomings

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

According to the LEA policy, English is only taught formally in the Category B language stream in key stage 1.

Good features

161. The majority of pupils in key stage 1 listen well and respond appropriately and confidently to teachers' questions. They are encouraged to give ideas and reasons for their thinking.
162. Key stage 1 pupils make satisfactory progress in decoding skills and word recognition in their individual reading. By the end of the key stage, the majority of pupils read with increasing accuracy and understanding. They can recognise nouns and identify them in an illustration.
163. Pupils' writing skills in key stage 1 are at an early stage of development. Pupils are beginning to write in response to a story and create a simple dialogue. They read their work aloud and discuss the quality of what is written.
164. In key stage 2, pupils listen attentively to the viewpoint of others in a discussion and the majority respond to questions in a meaningful way.
165. Standards in reading are satisfactory overall. Pupils gain confidence in reading a suitable range of texts and identify the features of books, distinguishing between fiction and non-fiction books. They respond well to literary texts that are presented to the class and can refer to a range of authors of children's literature in accordance with their personal taste.

166. Pupils with underdeveloped reading skills are making satisfactory progress. They are well supported through targeted, differentiated provision. Pupils across the school benefit from opportunities to read with adult volunteers.
167. Writing skills are developing well throughout key stage 2. Literacy based texts are used effectively as a stimuli for grammar and extended writing tasks. Instruction writing and letters are developing effectively in lower key stage 2. The majority of pupils understand the structure of a rhyming couplet and rhythmic patterns when composing a limerick, and they can use the correct number of syllables to form a haiku, using images and similes.
168. By the end of the key stage, pupils produce other good examples of imaginative writing in the form of poetry, letters of complaint and a job application, newspaper reports, diaries and stories. Pupils scan, select and write information from a non-fiction text and prepare play scripts for an extended range of readers after studying a Shakespeare play. As they progress, they make increasing use of paragraphs and both grammar and spelling become more accurate.

Shortcomings

169. Key stage 1 pupils' written work lacks variety in the use of sentence patterns.
170. In key stage 1, pupils' handwriting skills are underdeveloped.
171. Key stage 2 pupils do not edit and re-draft their written work regularly enough in order to improve and refine it.

Welsh second language

Key Stage 1: Grade 3 – Good features outweigh shortcomings

Key Stage 2: Grade 3 - Good features outweigh shortcomings

Good features

172. Overall, pupils make sound progress in the reception and key stage 1 class with regard to developing a familiarity with the sounds of the language and a grasp of a basic vocabulary and sentence patterns. As they move through the school, they make appropriate progress in their pronunciation and intonation skills.
173. Pupils in key stage 1 make appropriate progress in the skills of speaking and listening within the context of the particular topic under focus. They develop a sound grasp of a limited range of sentence patterns and vocabulary relating to personal features, and respond appropriately to questions relating to a class story.
174. Pupils make some progress in reading simple texts, captions and the class story book, with appropriate levels of understanding and often with good expression. A minority are beginning to read more independently.
175. Pupils across the key stage effectively write words and simple phrases. A minority of older pupils are able to write short sentences.
176. Pupils across key stage 2 demonstrate appropriate speaking and listening skills and use appropriate sentence patterns and vocabulary relating to aspects of personal information and specific topics of study, such as the seaside at the lower end of the key stage and the series "Gwyliau George" at the upper end.

The majority of pupils respond appropriately to questions. The majority of older pupils are able to give reasons for preferences and use sentence patterns relating to the third person within a limited sentence structure.

177. Across the key stage, at appropriate levels, most pupils make progress in reading within limited contexts and whole class situations. A minority of older pupils develop well as independent readers in terms of accuracy, expression and understanding.
178. The majority of pupils across key stage 2 make appropriate progress in their writing skills. At the lower end, the majority write a range of sentences and short paragraphs using given patterns. Using familiar patterns, older pupils write more extended pieces of writing, including diaries and dialogues.

Shortcomings

179. In both key stages, many pupils' ability to hold more extended conversations, involving a range of sentence patterns, is underdeveloped.
180. A significant number of pupils, in both key stages, demonstrate limited independent reading skills.
181. Pupils do not use the written language to record their experiences within other areas of the curriculum.

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

182. Across key stage 1, the majority of pupils, in relation to their age and ability, make good progress and achieve well in their understanding of number and money. They differentiate between even and odd numbers and the majority add and subtract accurately. By the end of the key stage, they have a good grasp of the two, five and ten times tables. A significant number have a good understanding of halves and fractions.
183. The majority of Y1 and Y2 pupils develop a good grasp of two-dimensional shapes and their properties. Most are able to identify three-dimensional shapes. Most pupils develop a good understanding of time in half hour intervals, while some Y1 pupils and many Y2 pupils focus well on quarter hours. Most pupils, at appropriate levels, begin to create simple bar graphs and pictograms relating, for example, to personal features and the majority are beginning to interpret graphs appropriately. The majority of pupils make appropriate progress in their problem solving skills in work relating to number and money. A minority of Y2 pupils achieve high standards in this context.
184. Across key stage 2, the majority of pupils make good progress in using their tables and in developing their mental mathematical skills.
185. Pupils across the key stage develop a good understanding of weight and measurement and, by the upper end of the key stage, pupils have a good grasp of area and perimeter. They make good progress in their understanding of time and, at the upper end, the majority compare analogue and digital times effectively and demonstrate good skills in problem work in this context.

186. Pupils across the key stage make good progress in their understanding and use of fractions. In Y4, for example, most pupils demonstrate a good understanding of the fractions of sums of money. By the end of the key stage, the majority of pupils have a good understanding of the relationship between decimals, percentages and fractions.
187. Across key stage 2, pupils make good progress in data base work. The majority of pupils at the lower end of the key stage use Venn and Carroll diagrams well and demonstrate good skills in creating a range of different types of graphs. Their skills in gathering information from tables and graphs are developing well. Most pupils at the upper end of the key stage focus well on the concepts of range, mode and mean in their data base work.
188. Across the key stage, pupils demonstrate a good understanding of two and three-dimensional shapes and their properties and, at appropriate levels, focus well on the concepts of reflection and symmetry. Older pupils' understanding of these features is well developed. Pupils at the upper end of the key stage demonstrate a good knowledge of different types of triangles.
189. The majority of pupils across the key stage make good progress in applying mathematics and in their problem solving skills.

Shortcomings

190. The mental mathematical skills of a significant minority of pupils in both key stages are underdeveloped.
191. A minority of pupils in both key stages demonstrate limited problem solving skills.

Art

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

Key Stage 2: Grade 1 – Good with outstanding features

Outstanding features

192. Pupils in key stage 2 create outstanding screen-printings, in the style of a contemporary artist who specialises in geometric patterns. Their finished work follows their investigative and designing processes.
193. Pupils in key stage 2 produce striking drawings based on buildings and structures in the environment, where their developing understanding of perspective is evident.

Good features

194. In key stage 1, pupils are aware that the texture of objects can vary, and that textures can be represented by rubbings.
195. Several Y1 pupils display good control when undertaking colouring work, with evenness of tone being a feature of their work.
196. They are able to observe the work of artists such as Picasso and to evaluate and offer comments on their work.

197. They use art programs effectively to create drawings that explore colour and pattern.
198. In key stage 2, pupils use an initial visit to a woollen mill to produce interesting patterns within their ensuing work on weaving and felting. Their tie and dye work displays a similar awareness of process leading to an effective end-product.
199. They use relevant cutting and folding skills to form structures, having earlier made choices about appropriate materials and textures.
200. When appraising their work, pupils display a good knowledge of appropriate vocabulary, and a sound understanding of different aspects, such as colour, light, pattern and line.
201. Pupils use ICT effectively to create web-data diagrams to record shapes, symbols and objects related to buildings.

Shortcomings

202. There are no important shortcomings.

Music

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

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

Good features

203. In key stage 1, pupils sing well in tune, a variety of songs. They sing naturally with gusto but are also beginning to use dynamics in their performances, leading to an improved quality of sound.
204. The younger pupils in key stage 1 explore sounds when responding to a stimuli and use percussion instruments to perform their compositions. They discuss the effectiveness of a range of music, including their own compositions and performances. The more able do this effectively and imaginatively.
205. The majority have a good understanding of rhythm and can emulate the beat correctly and echo clapping patterns accurately.
206. Lower key stage 2 pupils can sing tunefully and are aware of the dynamics. They can use their bodies effectively to move to a musical stimulus. They understand that different sounds create contrasting moods and images.
207. Pupils respond to the music of *Gustav Holst* and confidently make distinctions within the musical elements when appraising. They use the musical terms accurately when discussing performances and comparing the music of planets Mars and Venus.
208. Upper key stage 2 pupils show a developing knowledge of musical elements. In small groups, they enthusiastically experiment with tuned and untuned instruments to refine their musical sequences and create an ostinato based on '*the peaceful music of the spheres*'. This work is inspired by the reading of '*The Iron Man*' in English lessons. They listen to their compositions, evaluate and offer a constructive opinion. They combine the compositions to perform an effective round.

209. Pupils maintain a part accurately in a group performance of percussion instruments. They can record their work in the form of a graphic score and follow accurately when performing.
210. They have an increasing awareness of Welsh composers such as *Karl Jenkins*, and study in more detail composers such as *Bach*.
211. Several pupils take advantage of the opportunity to learn one of seven different instruments taught by visiting teachers. Pupils sing tunefully in assemblies and opportunities are given to participate in various community concerts and performances, which is a strong feature of the school. They are also given opportunities to listen to live music, such as African drums, when musicians visit the school. These contribute considerably to the pupils' understanding and knowledge of a variety of composers and musical genre.

Shortcomings

212. There are no important shortcomings.

Physical education

Key Stage 1: Grade 1 – Good with outstanding features

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

Outstanding features

213. Pupils at the top end of key stage 1 display outstanding agility and body-control.
214. They devise, practise and display sequences of jumps, rolls and balancing activities in a controlled, deliberate manner. They collaborate well on specific tasks.

Good features

215. Pupils in key stage 1 understand the importance of warming the body and of cooling-down activities prior to, and following, physical exercise.
216. They make very effective use of the floor and can adapt and further develop their work on items of large apparatus.
217. They can offer valid, constructive comments on the performances of their fellow pupils.
218. Many key stage 2 pupils can develop increasing mastery of specific athletic skills, such as change-over techniques in relay running. They adapt their skills to an activity situation.
219. They involve themselves enthusiastically in group or team activities, and show good awareness of rules and guidelines.
220. Many pupils engage fully with the theme of dance lessons, suggesting their own ideas, and are able to convey meanings appropriately through their sequences of movements.

Shortcomings

221. In key stage 2, a small number of pupils are uncertain of techniques that are emphasised during a lesson; at times, this is due to lack of attention on their part, as they fail to listen to instructions given.

222. The wearing of footwear impairs on some pupils' performances in dance lessons; it leads them to respond less well to changes of tempo in the music.

School's response to the inspection

The school agrees with the content of the report. It is pleased that the inspection team determined to raise the grades given by the school in the self-evaluation report in key questions one, five and six.

It believes the inspection provided an opportunity for the positive things the school undertakes to be recognised, as well being informative about the areas that need to be improved.

The school will now incorporate the five recommendations for further improvement into its development plan within the statutory period. This plan, or a summary of it, will be circulated to all parents at the school, and a report on the progress made will be given annually to parents.

Appendix 1

Basic information about the school

Name of school	Ysgol Griffith Jones
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Station Road St Clears Carmarthenshire
Postcode	SA33 4BT
Telephone number	01994 230589

Headteacher	Mr D Spencer Jones
Date of appointment	September 1995
Chair of governors	Dr E Davies
Registered inspector	Len Jones
Dates of inspection	21-24 May 2007

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	15	27	21	17	29	35	31	29	220

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.6 : 1
Pupil: adult (fte) ratio in nursery classes	9.5 : 1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	26.4
Teacher (fte): class ratio	1.2 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	85.8	91	92.6
Autumn 2006	85.5	93.9	94
Spring 2007	77.9	93.8	93.6

Percentage of pupils entitled to free school meals	9%
Number of pupils excluded during 12 months prior to inspection	5

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2				25
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	15	62	23
		National	0	2	8	64	26
Welsh: speaking	Teacher assessment	School	0	0	15	85	0
		National	0	1	0	64	25
Welsh: reading	Teacher assessment	School	0	0	15	54	31
		National	-	2	15	60	22
Welsh: writing	Teacher assessment	School	0	0	38	38	23
		National	0	2	18	66	13
English:	Teacher assessment	School	8	0	33	50	8
		National	0	4	12	64	20
English: reading	Teacher assessment	School	8	0	33	42	17
		National	0	4	14	56	0
English: writing	Teacher assessment	School	8	0	50	33	8
		National	0	5	14	69	0
English: speaking and listening	Teacher assessment	School	8	0	8	67	17
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	4	0	20	72	4
		National	0	2	10	63	24
Science	Teacher assessment	School	4	0	24	68	4
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	60	In Wales	81

End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6								33
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	3	18	62	15
		National									
Welsh	Teacher assessment	School	0	0	0	0	0	6	6	89	0
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	3	15	56	24
		National									
Science	Teacher assessment	School	0	0	0	0	0	3	3	79	12
		National									

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	71	In Wales	74

- 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

- The inspection was undertaken by a team of four inspectors, who were present at the school for nine 'inspection days'.
- Pre-inspection meetings were held with the parents, where there were 18 parents present, and with the governing body, to discuss the life and work of the school.
- 47 parents' questionnaires were returned, and they were carefully analysed.
- Discussions were held with the head and with the teachers.
- School documentation was examined.
- 24 lessons, or part-lessons, were observed.
- Samples of pupils' work was inspected in every year group.
- Discussions were held with pupils about aspects of school life and about their work.
- Pupils' behaviour was observed during play-times, during the lunch break and at the beginning and end of school sessions.
- Inspectors attended collective worship sessions.
- Post-inspection meetings were held with the staff and with the governing body.

Appendix 5

Composition and responsibilities of the inspection team:

Team member	Responsibilities
Len Jones (Registered Inspector)	Context, summary, recommendations; Key Questions 1, 2(a), 5; art, physical education
Audrey Evans (Team Inspector)	Key questions 4 and 7 English, music
Brinley Jones (Team Inspector)	Key questions 2(b), 3, and 6 mathematics, Welsh (second language)
Gwynoro Jones (Lay Inspector)	Contribution to key questions 1, 3, 4 and 7
Mrs Beti-Wyn James	Nominee

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.

Contractor:

EPPC/Severn Crossing Ltd
Suite H, Britannic House
Llandarcy
Neath SA10 6JQ